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ABSTRACT

This report begins with a profile of selected aggregate data on Hispanic population trends from 1980 to 1990 derived from federal census and state vital statistics reports. The remainder of the report profiles available aggregate data on educational participation and attainment during roughly the same period of time from a variety of sources. The report is divided into five major sections: (1) profile of the Hispanic population in Nebraska; (2) profile of Hispanics in preschool, elementary, and secondary education; (3) profile of Hispanics in postsecondary education; (4) data appendixes; and (5) summary of sources. Ten of Nebraska's public school districts have been chosen to illustrate elementary and secondary trends. In 1990-91, the Scottsbluff public schools had a Hispanic enrollment of 25.1%, while the Lincoln public schools had the smallest Hispanic enrollment of the profiled districts, at 1.7%. Overall, Hispanics constituted 2.3% of Nebraska's 1990 population, and they comprised at least 5% of the population of 5 counties. Hispanic student enrollment increased 35.8% from 1980-81 to 1990-91; Hispanic students reached 2.6% of total student enrollment in 1990-91. Hispanic dropouts, however, accounted for 5.5% of total dropouts statewide. Less than 1% of the state's teachers were Hispanic. The number of Hispanic students in postsecondary education increased over the period from 1986-87 to 1991-92 to a high of 1,596 students, 1.4% of the student enrollment in the state's postsecondary institutions. Appendixes contain nine tables of data. (Contains 44 figures, 26 tables, and 28 references.) (SLD)

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ED 415 293

Volume 1 June 1992

The Educational Status of Hispanics in Nebraska:

A Statistical Profile

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Omaha SER Jobs For Progress Incorporated

The Educational Status of Hispanics in Nebraska:

A Statistical Profile

Volume 1

Prepared for the Nebraska Mexican American Commission by:
Bureau of Business Research
College of Business Administration
University of Nebraska-Lincoln
June 1992

Lisa Darlington Valladao—Principal Investigator

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Making demographic and economic information accessible to all Nebraskans is one of the primary goals of the Bureau of Business Research, College of Business Administration, University of Nebraska-Lincoln. Established by the state legislature in 1922, the Bureau's mission is to explore and report on business, economic, and social conditions in the state of Nebraska.

As a research institution, the Bureau of Business Research undertakes business, demographic, and economic studies to increase understanding of Nebraska's past, present, and future economic and demographic profile. Bureau researchers constantly are striving to provide Nebraskans with the data they need for business, community, and government decisions.

We are pleased to have taken part in this study of the educational status of Hispanics in the State of Nebraska and hope that the information contained in this report will further the understanding of the needs and accomplishments of this unique segment of our population.

Preface

In June 1991, the education task force of the Nebraska Mexican American Commission selected the Bureau of Business Research, College of Business Administration, University of Nebraska-Lincoln, to gather data on the educational status of the Hispanic population in Nebraska.

This report begins with a profile of selected aggregate data on Hispanic population trends from 1980 to 1990 derived from federal census and state vital statistics reports. The remainder of the report profiles available aggregate data on educational participation and attainment during roughly the same period of time from a variety of sources. A summary of source agencies is provided in the final section of the report.

The report is divided into five major sections:

I Profile of the Hispanic Population in Nebraska
II Profile of Hispanics in Pre-School, Elementary, and Secondary Education
III Profile of Hispanics in Postsecondary Education
IV Data Appendices
V Summary of sources

The term *Hispanic*, as it will be used in the report, refers to individuals of Mexican, Puerto Rican, Cuban, or other Hispanic origin. Origin can be viewed as the ancestry, nationality group, lineage, or country in which an individual or individual's parents or ancestors were born before their arrival in the United States. Individuals of Hispanic origin may be of any race.

All data presented in the report pertain to the Hispanic population in Nebraska unless otherwise noted. Much of the data in this report are presented in terms of academic years, i.e., 1985-86, 1990-91, etc. The term academic year will be implied but not stated by this designation of a year in the interest of clarity and conciseness.

Ten public school districts from across the state have been selected to illustrate elementary and secondary school trends within individual districts. The ten districts and the 1990-91 percent of Hispanic student enrollment in these districts are:

Alliance City Schools	6.7%
Gering Public Schools	16.6%
Grand Island Public Schools	6.2%
Kearney Public Schools	3.0%
Lincoln Public Schools	1.7%
Mitchell Public Schools	17.6%
North Platte Public Schools	7.5%
Omaha Public Schools	4.0%
Scottsbluff Public Schools	25.1%
South Sioux City Public Schools	8.9%

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Highlights of the Report

- Hispanics constituted 2.3 percent of Nebraska's 1990 population. From 1980 to 1990, the Hispanic population in the state increased from 28,025 to 36,969 persons.

- Hispanics reside in all but four of the state's 93 counties. Hispanics constitute at least 5.0 percent of the population of five counties: Box Butte, Dakota, Lincoln, Morrill, and Scotts Bluff. Scotts Bluff County has the highest proportion (14.5 percent) of Hispanic residents among the state's counties.

- Hispanic student enrollment in elementary and secondary schools increased 35.8 percent from 1980-81 to 1990-91. Hispanic students comprised 2.6 percent of total student enrollments in 1990-91.

- The ratio of Hispanic dropouts to total dropouts in elementary and secondary schools increased steadily from 1980-81 to 1990-91. In 1990-91 Hispanic dropouts accounted for 5.5 percent of total dropouts statewide.

- The FTEs (full-time equivalencies) of Hispanic instructional and administrative staff members in public schools accounted for less than 1.0 percent of total FTEs from 1984-85 to 1990-91. Hispanic teachers' FTEs averaged 0.6 percent of total FTEs in the teaching category. Social work was the only occupational category from 1984-85 to 1990-91 in which Hispanics accounted for more than 1.0 percent of total FTE. The FTEs of Hispanic social workers averaged 3.7 percent of total FTEs in the social work category from 1984-85 to 1990-91.

- From 1980-81 to 1990-91 over 90.0 percent of Hispanic participants in Adult Basic Education (ABE/GED) were enrolled in grades 0 to 8.

- The number of Hispanics enrolled in postsecondary institutions increased steadily from 1986-87 to 1991-92, reaching a high of 1,596 students in 1991-92. In 1991-92 Hispanic students accounted for 1.4 percent of total student enrollment in the state's postsecondary institutions.

- Hispanic student enrollment accounted for an average of 1.1 percent of total student enrollment in the University of Nebraska system during the six years examined. Hispanic student enrollment constituted an average of 0.4 percent of total student enrollment in the state college system, an average of 1.6 percent in the technical community college system, and an average of 1.4 percent of total enrollment in the state's independent colleges and universities.

- Western Community College in Scottsbluff had the highest average percent of Hispanic student enrollment and the highest single year percent enrollment (6.3 percent) among all postsecondary institutions in the state.

- Nine hundred and eighty degrees were awarded to Hispanic students during the six years examined: 46.8 percent were bachelor's degrees, 16.7 percent were associate degrees, and 10.0 were master's degrees. Degrees were awarded to Hispanic students most frequently in the fields of business and management, liberal/general studies, and education.

Section I
Profile of the Hispanic Population in Nebraska

General Characteristics

From 1980 to 1990, the Hispanic population in Nebraska increased from 28,025 to 36,969 persons, a jump of 31.9 percent. In contrast, the state's white population decreased 9,823 persons or 0.7 percent. The state's total population increased 0.5 percent from 1980 to 1990 (Figure I-a). Hispanics constituted 2.3 percent of Nebraska's total population as reported in the 1990 census.

The majority (80.2 percent) of Hispanics in the state are of Mexican origin (Figure I-b). The number of Hispanics of Mexican origin grew from 22,431 in 1980 to 29,665 in 1990, an increase of 32.3 percent. The number of Hispanics of Puerto Rican origin rose from 627 in 1980 to 1,159 in 1990, an increase of 84.8 percent. The Cuban population in the state jumped 75.2 percent during the same period, from 274 in 1980 to 480 in 1990. The number of persons of other Hispanic origin increased 23.0 percent, from 4,605 to 5,665, over the period.

The age distribution data present a picture of a fairly young population (Figure I-c). The median age of the state's Hispanic population is approximately 23 years. Forty-two percent of the Hispanic population is under the age of 19; 28.3 percent is under the age of 12. A total of 15,455 Hispanics are under the age of 19; 10,472 are under the age of 12. Figure I-d presents a breakdown of the population by selected age groups. (See Appendix Table I-A for age distribution detail.)

In 1980, 24,445 Hispanics, 87.2 percent of the state's 1980 Hispanic population, were reported to have been born in the United States (not shown); 14,161 or 50.5 percent were Nebraska natives. Seventy-five percent of the 9,751 persons born in states other than Nebraska were born in the southern and western regions of the United States. Fewer than 14.0 percent of the state's 1980 Hispanic population (3,817) were foreign born. 1990 census data on nativity was not available for inclusion in this report.

From 1980 to 1990, 7,031 children were born to mothers of Hispanic origin. The number of Hispanic births averaged 639 per year and ranged from a low of 563 in 1985 to a high of 801 in 1990 (Figure I-e). Lines illustrating the trends in total births and white births during the same period are included in Figure I-e. Although the numbers of births in these categories are substantially higher than the number of Hispanic births (an average of approximately 23,000 and 25,000, respectively), the relative trends are clear. Total births and white births decreased gradually between 1980 and 1988 and increased gradually from 1988 to 1990. In contrast, Hispanics births show a sharp upturn from 1988 to 1990, with 203 more births in 1990 than in 1988.

Douglas County and Scotts Bluff County had the highest number of total Hispanic births during the decade (Figure I-f). Births in Douglas County to mothers of Hispanic origin averaged 176 per year. Births in Scotts Bluff County averaged 130 per year. Births in Dakota County increased significantly from 1980 to 1990. From 1980 to 1987, there was a total of 34 Hispanic births in Dakota County. There were no Hispanic births in five of those years (1980 to 1983, 1985). From 1988 to 1990, however, there was a total of 90 Hispanic births in the county. (See Appendix Table I-B for births details by county.)

Of special concern may be the rate of out-of-wedlock births to mothers of Hispanic origin, particularly to mothers under the age of 20. The ratio of out-of-wedlock births to total births among Hispanic mothers steadily increased from 1980 to 1988 (Figure I-g). The sharpest increase occurred between 1987 and 1988, when out-of-wedlock births jumped 8.3 percentage points. The rate declined slightly in 1989 and held steady in 1990. The 1990 rate, however, is 10 full percentage points above the 1980 rate. Note that the out-of-wedlock rates among other ethnic and racial groups also increased significantly from 1980 to 1990 (Table I-a).

Examining the rate of out-of-wedlock births by the age of the mother yields similar results (Figure I-h). The rate of out-of-wedlock births per 1,000 births to Hispanic mothers age 15 and under, age 17, and age 19 increased steadily over the four year period. In 1989 and 1990, the rate of out-of-wedlock births to mothers age 15 and under was 1,000 in 1,000. The corresponding rate of births to mothers age 16 and age 18 increased significantly from 1987 to 1988 and decreased somewhat between 1988 and 1990.

Figure I-a
Percent Change in Hispanic, White, and Total Population in Nebraska
1980 to 1990

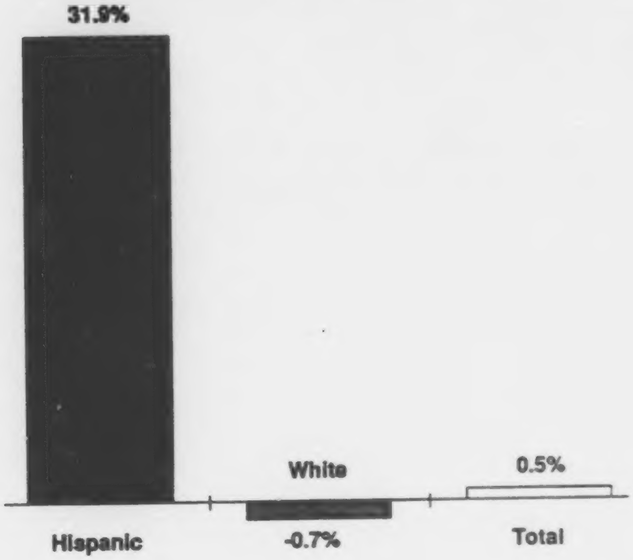
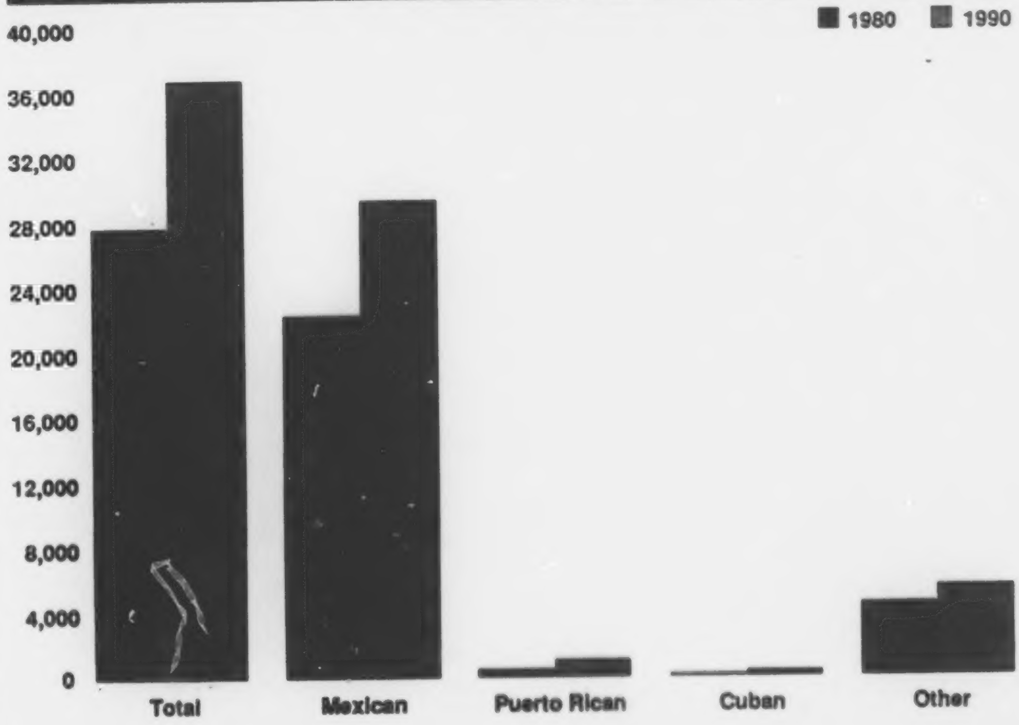


Figure I-b
Hispanic Population in Nebraska by Origin
1980 and 1990



Source: U.S. Department of Commerce, Bureau of the Census, 1980 and 1990 Censuses of Population

Figure I-c
Age Distribution of Hispanic Population in Nebraska
1990

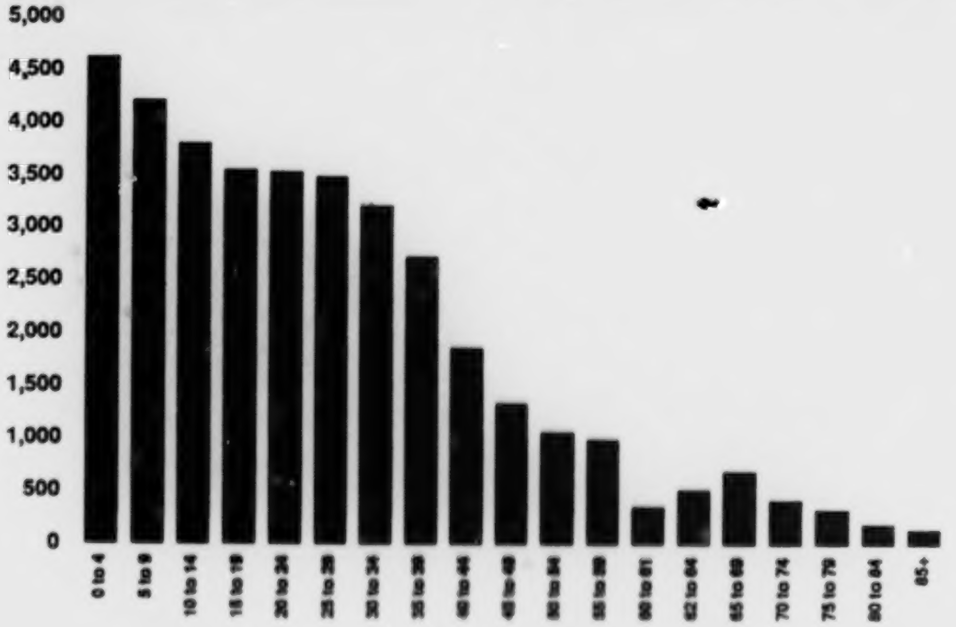
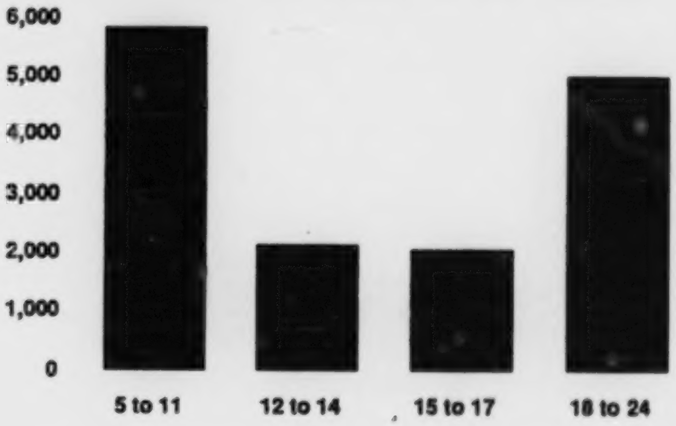


Figure I-d
Distribution of Hispanic Population in Selected School-Age Groupings
1990



Source: U.S. Department of Commerce, Bureau of the Census, 1990 Census of Population

Figure I-e
Births to Mothers of Hispanic Origin
1980 to 1990 (including overlay illustrating trends in total births and white births)

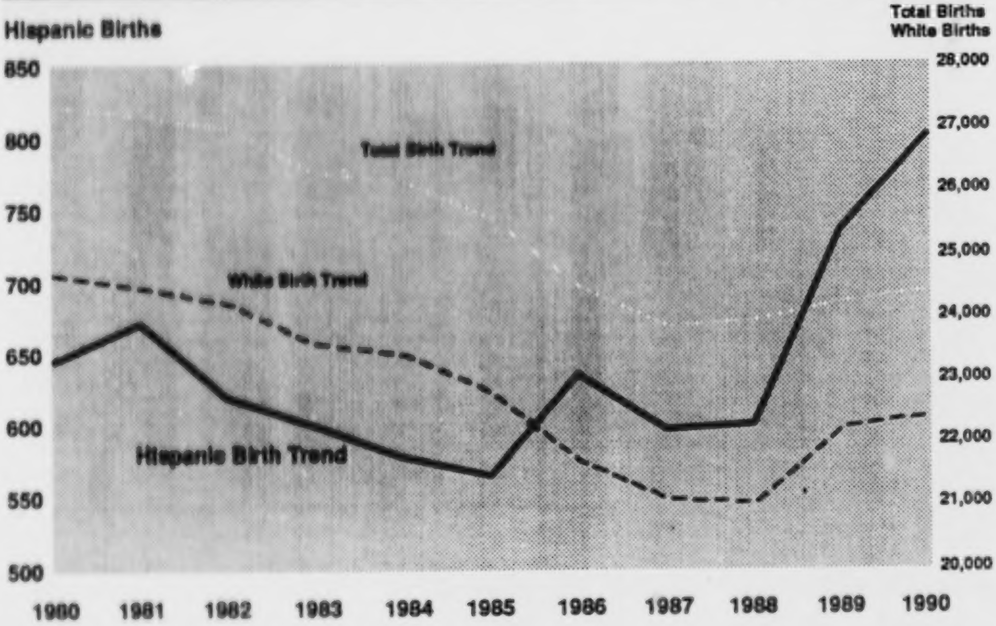
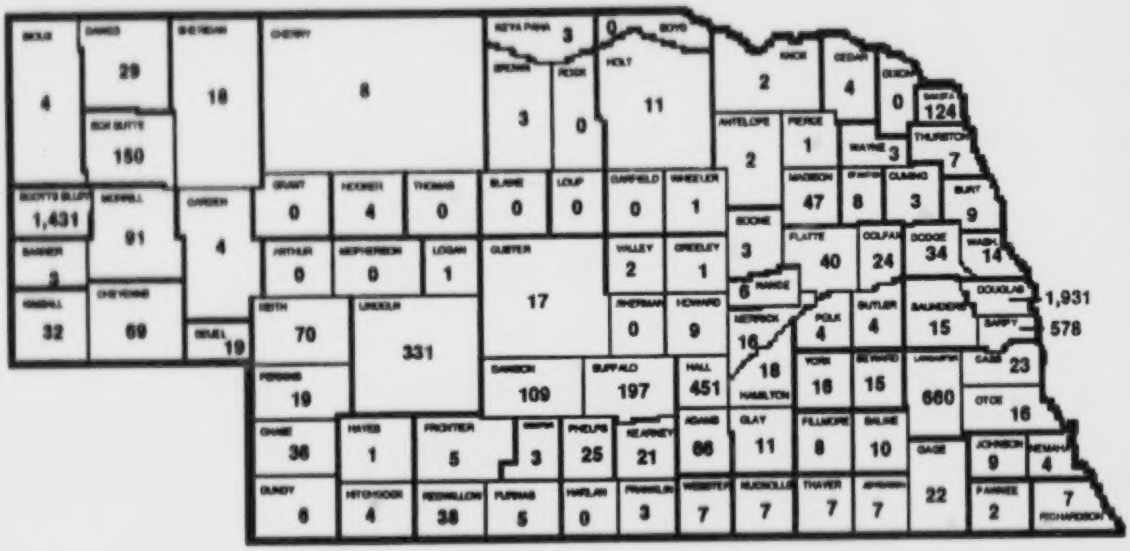


Figure I-f
Hispanic Births by County
1980 to 1990


SIOUX 4
DAWES 29
SHERIDAN 18
CHERRY 8
KEYA PAHA 3
BOYD 0
BROWN 3
ROCK 0
HOLT 11
KNOX 2
CEDAR 4
DIXON 0
DAKOTA 124
BOX BUTTE 150
ANTELOPE 2
PIERCE 1
WAYNE 3
THURSTON 7
SCOTTS BLUFF 1,431
MORRILL 91
GARDEN 4
GRANT 0
HOOKER 4
THOMAS 0
BLAINE 0
LOUP 0
GARFIELD 0
WHEELER 1
MADISON 47
STANTON 8
CUMING 3
BURT 9
BANNER 3
ARTHUR 0
MCPHERSON 0
LOGAN 1
CUSTER 17
VALLEY 2
GREELEY 1
BOONE 3
PLATTE 40
COLFAX 24
DODGE 34
WASH. 14
KIMBALL 32
CHEYENNE 69
DEUEL 19
KEITH 70
LINCOLN 331
SHERMAN 0
HOWARD 9
NANCE 6
MERRICK 16
POLK 4
BUTLER 4
SAUNDERS 15
DOUGLAS 1,931
SARPY 578
PERKINS 19
DAWSON 109
BUFFALO 197
HALL 451
HAMILTON 18
YORK 16
SEWARD 15
LANCASTER 660
CASS 23
OTOE 16
CHASE 36
HAYES 1
FRONTIER 5
GOSPER 3
PHELPS 25
KEARNEY 21
ADAMS 66
CLAY 11
FILLMORE 8
SALINE 10
GAGE 22
JOHNSON 9
NEMAHA 4
DUNDY 6
HITCHCOCK 4
REDWILLOW 38
FURNAS 5
HARLAN 0
FRANKLIN 3
WEBSTER 7
NUCKOLLS 7
THAYER 7
JEFFERSON 7
PAWNEE 2
RICHARDSON 7

Source: Nebraska Department of Health

Figure I-g
Percent of Total Hispanic Births Out-of-Wedlock
1980 to 1990

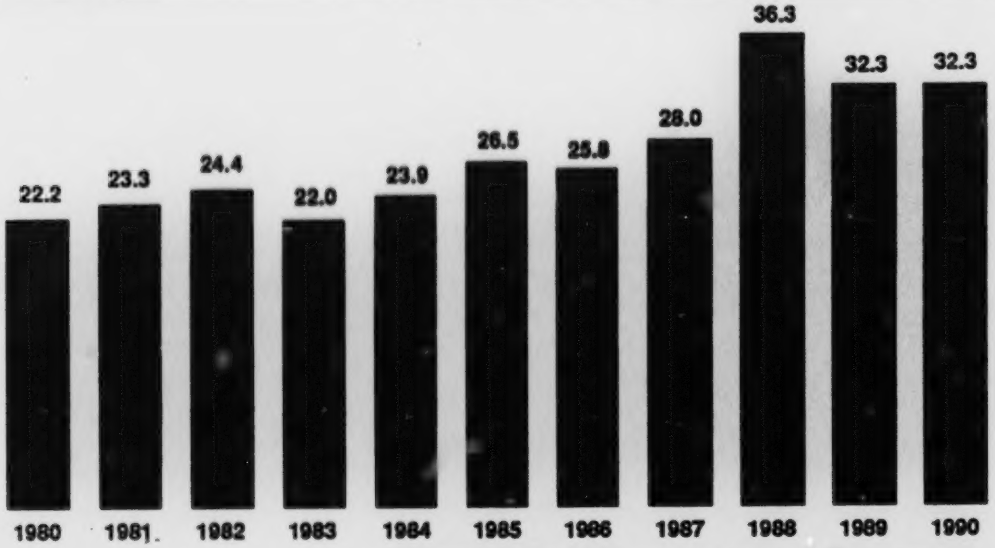
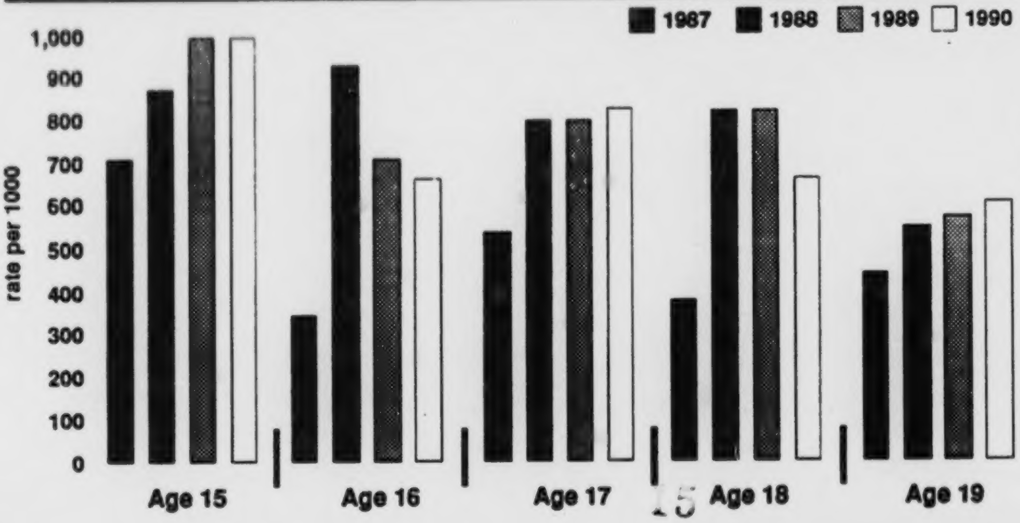


Table I-a
Percent of Births Out-of-Wedlock by Ethnicity
1980 and 1990

	1980	1990
Hispanic	22.2%	32.3%
White	8.9%	16.9%
Black	61.5%	71.3%
American Indian	49.8%	67.6%

Figure I-h
Total Hispanic Births Out-of-Wedlock
Rate per 1000 Births, by Age of Mother
1987 to 1990



Source: Nebraska Department of Health

Population of Counties, Cities, and Towns

Eighty-three of Nebraska's 93 counties decreased in total population between 1980 and 1990. (See Appendix Table I-C for population detail by county.) During the same period, however, the Hispanic population increased in 56 counties. Nineteen of the 56 counties showed increases in Hispanic population of at least 60.0 percent; nine showed increases of at least 100.0 percent. Madison County, in the northeastern region of the state registered a 269.50 percent increase in Hispanic population during the decade (Figure I-i). Only one (Gage County) of the 33 counties registering decreases in Hispanic populations from 1980 to 1990 with at least 100 Hispanic residents in 1980 lost more than 10.0 percent of these residents by 1990 (not shown).

Hispanics constitute at least 5.0 percent of the total population of five counties: Box Butte, Dakota, Lincoln, Morrill, and Scotts Bluff. Four of the five counties are located in the western half of the state. Scotts Bluff County has the highest proportion of Hispanic residents in the state at 14.5 percent of total county population. Thirteen counties have Hispanic populations between 2.0 and 4.9 percent of total population (Figure I-j). Most of these counties also are located in the western half of the state.

Hispanics reside in all but four of the state's 93 counties (Figure I-k). Eight counties contain over three-quarters (80.3 percent) of the Hispanic population in the state (Table I-b).

Lyman, in Scotts Bluff County, has the highest proportion of Hispanic residents to all residents at 43.6 percent. In addition, Terrytown, Scottsbluff, Mitchell, and Bayard have Hispanic populations in excess of 15.0 percent of total residents (Table I-c). Hispanics constitute 3.1 percent of the population in Omaha, 2.0 percent of the population in Lincoln, and 4.8 percent of the population in Grand Island.

The Hispanic population in Omaha grew 2,969 persons from 1980 to 1990, an increase of 40.6 percent; Lincoln's Hispanic population grew 1,019 persons, or 37.1 percent. Madison, in northeastern Nebraska, registered a 906.6 percent increase in Hispanic population, growing from 15 persons in 1980 to 151 persons in 1990.

Figure I-i
Increase in Hispanic Population by County
1980 to 1990

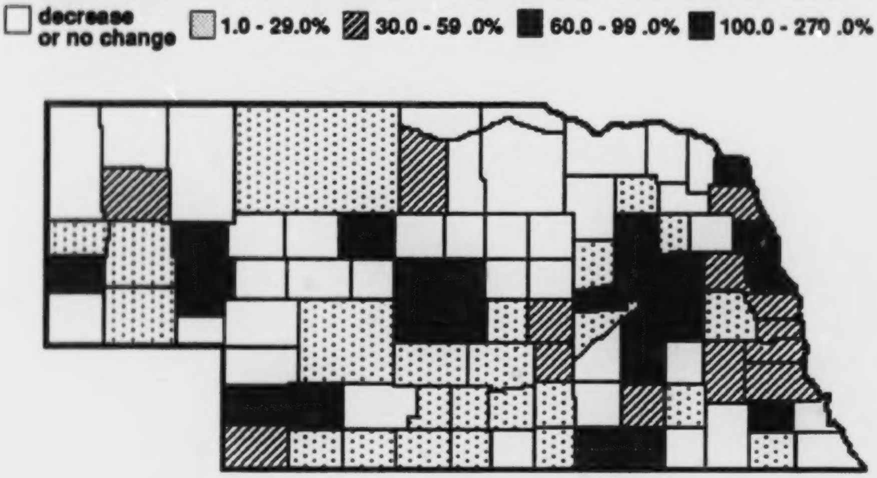
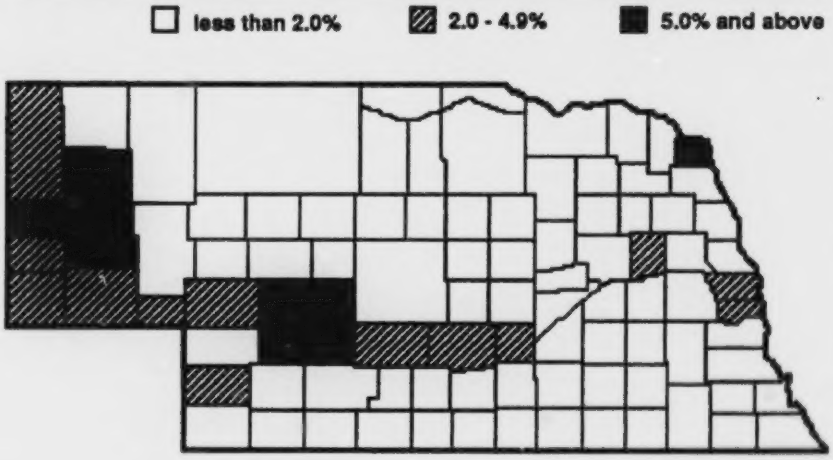

☐ decrease or no change
▒ 1.0 - 29.0%
▨ 30.0 - 59 .0%
■ 60.0 - 99 .0%
■ 100.0 - 270 .0%

Figure I-j
Proportion of Hispanic Population to
Total County Population
1990


☐ less than 2.0%
▨ 2.0 - 4.9%
■ 5.0% and above

Source: U.S. Department of Commerce, Bureau of the Census, 1980 and 1990 Censuses of Population

Figure I-k
Hispanic Population by County
1990

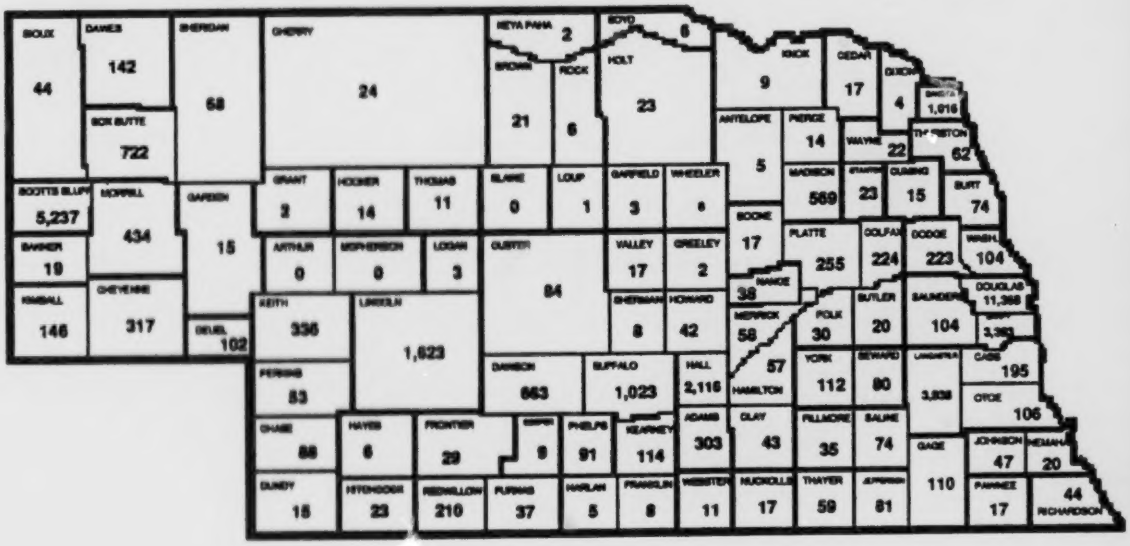

SIOUX 44
DAWES 142
BOX BUTTE 722
SHERIDAN 68
CHERRY 24
KEYA PAHA 2
BOYD 6
BROWN 21
ROCK 6
HOLT 23
KNOX 9
CEDAR 17
DIXON 4
DAKOTA 1,016
THURSTON 62
ANTELOPE 5
PIERCE 14
WAYNE 22
SCOTTS BLUFF 5,237
MORRILL 434
GARDEN 15
GRANT 2
HOOKER 14
THOMAS 11
BLAINE 0
LOUP 1
GARFIELD 3
WHEELER 6
MADISON 569
STANTON 23
CUMING 15
BURT 74
BANNER 19
ARTHUR 0
MCPHERSON 0
LOGAN 3
CUSTER 84
VALLEY 17
GREELEY 2
BOONE 17
PLATTE 255
COLFAX 224
DODGE 223
WASH. 104
KIMBALL 146
CHEYENNE 317
DEUEL 102
KEITH 336
LINCOLN 1,623
NANCE 38
SHERMAN 8
HOWARD 42
MERRICK 58
POLK 30
BUTLER 20
SAUNDERS 104
DOUGLAS 11,368
SARPY 3,383
PERKINS 53
DAWSON 663
BUFFALO 1,023
HALL 2,116
HAMILTON 57
YORK 112
SEWARD 80
LANCASTER 3,938
CASS 195
OTOE 106
CHASE 86
HAYES 6
FRONTIER 29
GOSPER 9
PHELPS 91
KEARNEY 114
ADAMS 303
CLAY 43
FILLMORE 35
SALINE 74
GAGE 110
JOHNSON 47
NEMAHA 20
DUNDY 15
HITCHCOCK 23
RED WILLOW 210
FURNAS 37
HARLAN 5
FRANKLIN 8
WEBSTER 11
NUCKOLLS 17
THAYER 59
JEFFERSON 81
PAWNEE 17
RICHARDSON 44

Table I-b
Counties Containing over Three-Quarters of 1990 Hispanic Population, 1980 and 1990 Population and Hispanic Percent of Total 1990 County Population

	1980	1990	%1990 pop
Douglas	8,236	11,368	2.7%
Scotts Bluff	4,714	5,237	14.5%
Lancaster	2,879	3,938	1.8%
Sarpy	2,318	3,383	3.3%
Hall	1,355	2,116	4.3%
Lincoln	1,519	1,623	5.0%
Buffalo	790	1,023	2.7%
Dakota	485	1,106	6.1%

Source: U.S. Department of Commerce, Bureau of the Census, 1980 and 1990 Censuses of Population

Table I-c
Hispanic Population of Selected Cities and Towns 1980 and 1990

	1980	1990	% change	% of total 1990 pop
Alliance	394	632	60.4%	6.5%
Bayard	202	181	-10.4%	15.1%
Beatrice	62	80	29.0%	0.7%
Bellevue	554	1,213	119.0%	3.9%
Bridgeport	70	167	138.6%	10.6%
Columbus	58	167	188.0%	0.9%
Cozad	228	228	0%	6.0%
Dakota City	89	145	63.0%	9.9%
Fremont	112	165	47.3%	0.7%
Gering	821	944	15.0%	11.9%
Grand Island	1,066	1,887	77.0%	4.8%
Hastings	299	268	-10.4%	1.2%
Kearney	549	667	21.5%	2.7%
Kimball	119	116	-2.5%	4.5%
LaVista	230	303	31.7%	3.1%
Lexington	243	329	35.4%	5.0%
Lincoln	2,745	3,764	37.1%	2.0%
Lyman	184	197	7.1%	43.6%
Madison	15	151	906.6%	7.1%
McCook	144	163	13.2%	2.0%
Mitchell	329	303	-7.9%	17.4%
Morrill	102	102	0.0%	10.5%
Norfolk	96	299	211.5%	1.4%
North Platte	1,279	1,355	5.9%	6.0%
Ogallala	222	194	-12.6%	3.8%
Omaha	7,319	10,288	40.6%	3.1%
Papillion	90	193	114.4%	1.9%
Schuyler	62	164	165.0%	4.1%
Scottsbluff	2,347	2,720	15.9%	19.8%
Sidney	199	263	32.2%	4.4%
South Sioux City	247	545	120.6%	5.6%
Terrytown	155	196	26.5%	29.9%
Wood River	114	91	-20.2%	7.9%

Source: U.S. Department of Commerce, Bureau of the Census, 1980 and 1990 Censuses of Population

School Completion and Enrollment 1980 and 1990

According to the 1980 census, 52.9 percent of Hispanics age 25 and over had completed high school (Table I-d). The corresponding figures for whites and the total population age 25 and over were 74.0 percent and 73.4 percent, respectively. Of the remaining 47.1 percent of Hispanics in this age group, 14.2 percent only had completed either ninth, tenth, or eleventh grade, 8.7 percent only had completed the eighth grade, 11.8 percent only had completed fifth, sixth, or seventh grade, and 12.3 percent only had completed between kindergarten to fourth grade. All together, 32.8 percent of Hispanics age 25 and over in 1980 had completed only 8th grade or below.

The categories of school completion in the 1990 census varied somewhat from the 1980 census, but the data is comparable. In 1990, 60.0 percent of Hispanics age 25 and over had completed high school. This compares to 82.4 percent among whites and 81.8 percent for the total population. Of the remaining 40.0 percent of Hispanics in this age group, 16.1 percent had completed from ninth to 11th grade and 23.9 percent had completed only 8th grade or below.

In 1980, Hispanics had completed four or more years of college at less than half the rate of whites and of the population age 25 and over as a whole. 7.1 percent of Hispanics in this age group had completed at least four years of college in contrast to 15.7 percent of whites and 15.5 percent of the total population age 25 and over. Of Hispanics age 25 and over, 12.9 percent had completed from one to three years of college in 1980 in contrast to 17.3 percent of whites and of the total population.

In 1990, 9.4 percent of Hispanics over age 25 had completed either a bachelor's, graduate, or professional degree. Corresponding 1990 percentages for whites and the total population completing bachelor's degrees or above were 19.2 percent for whites and 18.9 for the total population. 5.6 percent of Hispanics age 25 and over in 1990 reported having completed associate's degrees; corresponding percentages among whites and the total popuation for associate degree completions were 7.2 percent and 7.1 percent, respectively.

To summarize statewide Hispanic school completion data, the proportion of Hispanics age 25 and over only completing below 9th grade decreased from 1980 to 1990 (32.8 versus 23.9 percent). At the same time the proportion of this age group completing high school or beyond increased from 52.9 percent in 1980 to 60.0 percent in 1990.

Table I-e provides school completion data for ten counties in the state reported as having at least 400 Hispanic residents in the 1980 and 1990 census. High school graduation rates for Hispanics age 25 and over in 1980 ranged from a high of 89.2 percent in Sarpy County to a low of 31.9 percent in Dakota County. In 1990, high school graduates ranged from a high of 90.6 percent in Sarpy County to a low, in Dakota County, of 22.0 percent. Sarpy County also ranked highest in terms of Hispanic persons completing at least one year of college in 1980 and 1990 at 31.8 percent and 65.6 percent, respectively. Douglas County ranked highest in the 1980 sample in terms of Hispanic persons completing at least four years of college at 10.4 percent while Sarpy County led the 1990 sample in this category at 23.6 percent.

The median years of school completed by Hispanics in 1980 was 12.1 years. The corresponding figures for whites and the total population was 12.6 years in 1980. Hispanics in Sarpy County had the highest median years of school completed at 12.7 years of the counties shown in Table I-e, while Hispanics in Dakota County had the lowest at 8.1 years completed in 1980. Comparable 1990 data on median years of school completed were not available for inclusion in this report.

In 1980, 10,115 Hispanics age three and over were enrolled in school. This figure represents 35.8 percent of the 1980 Hispanic population. In 1990, 12,463 Hispanics in this age group were enrolled in school, representing 33.7 percent of the 1990 Hispanic population. The percent of the population enrolled in school at any point in time is affected by the overall age distribution of that population. Thus, a drop in the proportion of Hispanics age 3 and over enrolled in school in 1990 may be due to an increase in individuals above school age as opposed to a decrease in school participation.

Comparing Hispanic enrollment rates to white enrollment rates by age group in 1980 (Table I-f) shows the most significant enrollment differences were between individuals age 16 to 24—83.8 percent of Hispanics age 16 and 17 in 1980 were enrolled in school as compared to 93.3 percent of whites, a difference of 9.5 percentage points. The largest difference in enrollment rates was in the 18 and 19 year age group where 41.0 percent of Hispanics and 59.1 percent of whites were enrolled in school in 1980, a difference of 18.1 percentage points. Interestingly, the trend is reversed in the three and four, 25 to 34, and 35 and over age groups. Hispanic students in these age groups accounted for a higher proportion of enrollment than did their white counterparts. Unfortunately, comparable 1990 data were not available to assess any changes in the school enrollment rates by detailed age group from 1980 to 1990.

In 1990, 781 persons, 2.4 percent of Hispanics age three and over, were enrolled in pre-primary school; 8,889 persons, 27.5 percent of the age group, were enrolled in elementary or high school, and 2,793, 8.6 percent of Hispanics age three and over, were enrolled in college. The remainder, 61.4 percent, were reported as not enrolled in school in 1990.

Table I-d
Level of School Completed
Number of Hispanics Aged 25 Years and Over
1980 and 1990

	1980	%	1990	%
K to 4th grade	1,389	12.3		
5th to 7th grade	1,334	11.8		
8th grade	979	8.7		
Less than 9th grade	3,702	32.8	3,828	23.9
9th to 11th grade	1,607	14.2	2,572	16.1
12th grade, diploma	3,718	32.9	4,328	27.1
Some college, no degree	1,456	12.9	2,854	17.9
Associate's degree			902	5.6
Bachelor's degree or above	798	7.1	1,504	9.4
Total completions	11,281	100%	15,988	100%

Table I-e
Level of School and Median Years Completed
Percent of Hispanics Aged 25 Years and Over
Selected Counties
1980 and 1990

	*High school graduate		**At least 1 year college		At least 4 years college		Median years completed	
	1980	1990	1980	1990	1980	1990	1980	1990
Box Butte	49.2%	57.6%	0.5%	9.1%	0.5%	0.0%	11.8	na
Buffalo	48.1%	59.3%	19.1%	29.3%	8.3%	7.8%	11.7	na
Dakota	31.9%	22.0%	14.1%	5.7%	5.5%	0.0%	8.1	na
Dawson	59.1%	49.0%	7.1%	13.1%	1.2%	0.0%	12.2	na
Douglas	54.1%	63.5%	23.1%	36.5%	10.4%	11.9%	12.1	na
Hall	41.5%	47.9%	8.8%	20.2%	2.2%	0.6%	10.4	na
Lancaster	64.8%	76.9%	29.5%	52.0%	9.5%	14.6%	12.4	na
Lincoln	54.3%	46.6%	10.7%	19.9%	3.7%	5.1%	12.1	na
Sarpy	89.2%	90.6%	31.8%	65.6%	8.8%	23.6%	12.7	na
Scotts Bluff	33.2%	42.9%	11.9%	17.3%	2.3%	2.2%	8.9	na

*includes those completing at least one year and at least four years of college
**includes those completing at least four years of college

Table I-f
Percent of Hispanics and Whites Enrolled in School by Age
1980

	1980	
	Hispanics	Whites
3 & 4	27.0%	23.1%
5 & 6	79.2%	83.0%
7 to 15	99.0%	99.1%
16 & 17	83.8%	93.3%
18 & 19	41.0%	59.1%
20 & 21	21.1%	34.5%
22 to 24	11.5%	16.9%
25 to 34	10.1%	7.6%
35+	1.3%	1.6%
Total enrolled	10,115	390,511

Language Spoken at Home, 1980 and 1990

Census data on the number of individuals who reported speaking Spanish at home in 1980 and in 1990 do not relate directly to the total number of reported Hispanic residents. In 1980, for example, 341 individuals in Adams County reported that they spoke Spanish at home. The total Hispanic population of Adams County at that time, however, was reported to be only 264 persons. Similarly in 1990, 320 persons in Adams County reported speaking at least some Spanish, while the total Hispanic population of Adams County was 303. Nevertheless, it is helpful to examine the numbers of Spanish speakers without drawing conclusions because it can be assumed that a substantial number of individuals reported to speak Spanish have been counted as being of Hispanic origin in the population counts.

The questions pertaining to language spoken at home were not designed specifically to determine which language was a person's main language or whether a person was fluent in the non-English language that he or she reported. The questions were designed primarily to determine which languages, other than English, currently were being spoken. In 1990, the ability of Spanish speakers to speak English very well, well, or not well, and a determination of linguistic isolation however, were added to the data.

Over 17,000 persons in Nebraska reported that they spoke Spanish at home in 1980. Almost 4,000, or 22.4 percent, of the total were between the ages of five and 17 (Table I-g). In 1990, 24,555 persons statewide reported speaking Spanish at home, an increase 39.6 percent. Of those persons speaking Spanish at home in 1990, 5,669, or 23.1 percent, were age five to 17. The majority (69.6 percent) of Hispanics age 5 to 17 who spoke Spanish at home in 1990 were reported to "speak English very well", however, 11.7 percent were reported to "speak English not well."

Linguistic isolation is a term that the Census Bureau applies to households. In households that are classified as linguistically isolated no person age 14 or over speaks only English and no person age 14 or over who speaks a language other than English speaks English "very well." All members of a linguistically isolated household are tabulated as linguistically isolated, including members under age 14 who speak only English.

In 1990, 604 Hispanic children age 5 to 17 were classified as linguistically isolated; 83.1 percent were age 5 to 13. (See Appendix Table I-D for detail on language spoken at home and linguistic isolation by county.)

Table I-g
Number of Persons Speaking Spanish at Home by Age 1980 and 1990 and Ability to Speak English by Age, 1990

	Age 5 to 17	Age 18 and over	Total
Total 1980	3,933	13,657	17,590
Total 1990	5,669	18,886	24,555
Speak English very well, 1990	69.6%	63.6%	65.0%
Speak English well, 1990	18.7%	19.7%	19.5%
Speak English not well, 1990	11.7%	16.7%	15.6%

Head Start

Head Start is a federally funded child development program designed to meet the emotional, social, health, nutritional, and psychological needs of disadvantaged pre-school age children.

There are four major components of Head Start: education, health, parent involvement, and social services. Head Start's educational component not only is designed to meet the needs of the individual child, but to meet the needs of the community at large. Programs with a majority of bilingual children enrolled are required to have at least one teacher or aide who speaks the native language of these children.

Head Start enrollment and staff data are not compiled in a form from which ethnic data can be derived. An informal phone survey of regional Head Start programs thought to have the majority of Hispanic student enrollment in the state yielded limited results for the 1990-91 school year (Table II-a).

In addition to the traditional Head Start program, Panhandle Community Services in Gering administers a Migrant Head Start program. Migrant Head Start operates during the summer months, beginning at the end of May. The program operates until enrollment drops below 25 students. During the summer of 1991, 181 students, all Hispanic, were enrolled in the program. Thirty-nine of 72 staff members were bilingual (Spanish speaking).

Tests of children enrolled in Head Start mainly are administered to evaluate suspected disabilities. Most assessment is observational, utilizing such tools as the Denver Developmental Test, and results are not maintained in a reportable form.

Table II-a
Hispanic Head Start Enrollment and Bilingual Staff
1990-91 Academic Year

	Hispanic Enroll	Total Enroll	*Bilingual Staff
Panhandle Commun Services: Gering	111	244	16
Grand Island	15	103	1
Hastings	7	100	0
†Mid-Nebraska Head Start	7	149	13.0%
Lincoln	12	247	1
Chicano Awareness Center: Omaha	58	80	4
Migrant Head Start-Gering	181	181	39

*Spanish speaking
†total of programs in Lexington, Holdrege, Cozad, North Platte, and Kearney

Elementary and Secondary School Student Profiles

Enrollment

The number of Hispanic students enrolled in elementary and secondary school, based on fall membership totals in all accredited public and private schools in the state, grew from 5,868 in 1980-81 to 7,970 in 1990-91, a total increase of 35.8 percent. (Recall that the Hispanic population in the state increased 32.0 percent over the same period.) During the same period, the number of total students enrolled in elementary and secondary schools showed a net decrease of 1.9 percent (317,280 versus 311,238). Figure II-a illustrates the trend in Hispanic and total student enrollment during the period. (See Appendix Table II-A for detailed enrollment data by county.)

After declining 102 students or 1.7 percent from 1980-81 to 1981-82, Hispanic student enrollment increased moderately from 1981-82 to 1989-90. The average increase in Hispanic enrollment was 175 students per year from 1981-82 to 1989-90. The percent increase in Hispanic enrollment during these years ranged from 1.2 percent (1981-82 to 1982-83) to 4.8 percent (1986-87 to 1987-88). From 1989-90 to 1990-91, Hispanic enrollment increased 733 students, a single year gain of 10.1 percent.

The Hispanic student proportion of total enrollment increased from 1.8 percent in 1980-81 to 2.6 percent in 1990-91 for an increase of 44.4 percent (Figure II-b). In any given year from 1980-81 to 1990-91 Hispanic students made up 2.6 percent or less of total enrollments in elementary and secondary school. For the entire period, Hispanic students accounted for an average of 2.1 percent of total student enrollments.

Enrollment figures were examined in the ten selected districts from 1981-82 to 1990-91. Scottsbluff Public Schools had the highest ratio of Hispanic students to total students (23.1 percent) based on sum totals of enrollment in both categories for the entire period (Figure II-c). Gering Public Schools and Mitchell Public Schools both had nearly 17.0 percent Hispanic enrollment. Lincoln Public Schools and Omaha Public Schools had the lowest ratios of Hispanic enrollment to total enrollment for the period at 1.5 percent and 3.1 percent, respectively. Figures II-d and II-e illustrate trends in Hispanic enrollment in these districts from 1981-82 to 1990-91. (See Appendix Table II-B for detailed enrollment figures in the selected districts.)

From 1986-87 to 1990-91, Hispanic students accounted for an average of 2.3 percent of total public school enrollment (Table II-b). During the same period, Hispanic students accounted for an average of 2.0 percent of total private school enrollment and 4.0 percent of enrollment at state-operated schools.

In 1989-90, there were nine Hispanic students enrolled in Educational Service Unit programs, accounting for 1.7 percent of the total student enrollment in these programs. In 1990-91, 12 Hispanic students were enrolled in ESU programs, 2.2 percent of total enrollment.

Dropouts

The Nebraska Department of Education defines a *dropout* as an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed a state or district approved program, and has not transferred to another school district or program.

From 1980-81 to 1990-91, the number of Hispanic dropouts statewide averaged 173 students per year. Dropout totals ranged from a low of 127 in 1982-83 to a recent high of 217 in 1989-90 (Figure II-f). (See Appendix Table II-C for detailed dropout data by county.)

Although Hispanic students comprised an average of 2.1 percent of total student enrollment for the 1980-81 to 1990-91 period, Hispanic dropouts accounted for an average of 4.4 percent of total dropouts (public and private school) during the same period. Hispanics accounted for an average of 4.6 percent of dropouts in public schools and 2.3 percent in private schools, although the single-year ratios in private schools varied considerably. Figure II-g shows that the ratio of Hispanic dropouts to total dropouts statewide has been rising steadily since 1980-81. Hispanic dropouts accounted for 3.3 percent of all dropouts in 1980-81 and 5.5 percent of all dropouts in 1990-91, an increase of almost 67.0 percent. Recall that the ratio of Hispanic enrollment to total enrollment increased only 44.4 percent from 1980-81 to 1990-91. Some of the rise in actual numbers of Hispanic dropouts may be due to the inclusion of 7th and 8th grade dropout data beginning in 1986-87. The increased ratio is still of concern, however, regardless of total numbers.

Examining dropout numbers and trends in ten selected districts statewide illustrates the disproportionately high representation of Hispanics in relation to the total dropouts in the state (Figure II-h). For example, Hispanics accounted for 23.1 percent of total enrollments in Scottsbluff Public Schools from 1981-82 to 1990-91 (see previous section), while accounting for 38.2 percent of total dropouts during roughly the same period from 1980-81 to 1990-91. Similar disproportionate ratios of dropouts to enrollments are seen in all selected districts except the Omaha Public Schools and the Mitchell Public Schools. For example, Hispanics accounted for 5.0 percent of total student enrollment in the Sioux City Public Schools and 10.3 percent of total dropouts. While Hispanics accounted for 1.5 percent of students in the Lincoln Public Schools, they accounted for 2.9 percent of all dropouts in the district. On the other hand, the Hispanic enrollment ratio in the Omaha Public Schools was 3.1 percent, while the dropout ratio was only slightly higher at 3.7 percent. Hispanic enrollment in the Mitchell Public Schools totaled 16.8 percent, while Hispanic dropouts only accounted for 10.0 percent of the total. Figures II-i and II-j illustrate trends in total numbers of Hispanic dropouts in the selected districts from 1980-81 to 1990-91.

Expulsions

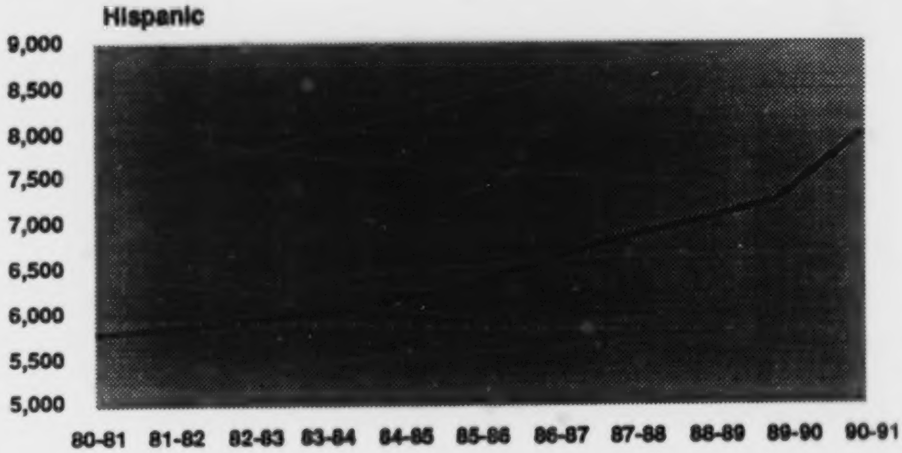
The Nebraska Department of Education defines an *expulsion* as an individual who has been removed from school and has not returned to re-enroll in the school district. Expulsion data do not include individuals who are suspended from school or reassigned to other schools within the same district.

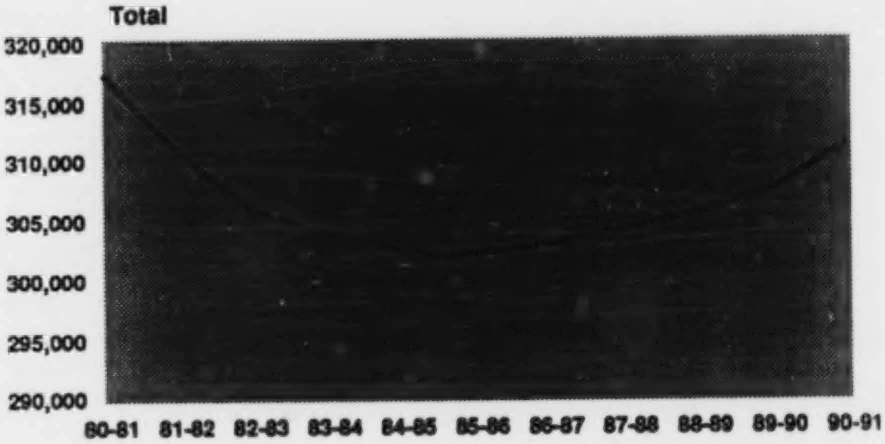
Data on expulsions are available from 1984-85 to the present. From 1984-85 to 1987-88, the percentage of Hispanic expulsions as compared to total expulsions statewide fell from 4.7 percent of total expulsions to 2.3 percent of total expulsions (Figure II-k). From 1987-88 to 1990-91, however, the ratio increased steadily to 8.5 percent. The percentage of white expulsions (not shown) as compared to total expulsions decreased gradually from 1984-85 to 1988-89 but increased slightly from 1988-89 to 1990-91. White expulsions accounted for 88.7 percent of total expulsions in 1984-85, but only for 72.8 percent in 1990-91. In contrast, Hispanic expulsions were substantially higher in 1990-91 than they were in 1984-85.

Hispanic expulsions ranged from four to six between 1984-85 and 1987-88, but moved steadily upward beginning in 1988-89 (Table II-c). In contrast, the number of white expulsions and total expulsions increased sharply between 1986-87 and 1987-88, but held steady and then declined somewhat from 1987-88 to 1990-91. Figure II-l illustrates these trends.

A comparison of the trend in expulsions to enrollment trends during the same period shows that Hispanic students were overrepresented in expulsions as compared to their proportion of total enrollment. For example, in 1988-89 Hispanics accounted for 2.3 percent of total enrollment and 4.3 percent of total expulsions. For the entire period (1984-85 to 1990-91) Hispanics accounted for an average of 2.2 percent of total enrollments, while averaging 5.1 percent of total expulsions.

Figure II-a
Trends in Hispanic and Total Student Enrollment
1980-81 to 1990-91





Source: Nebraska Department of Education

Figure II-b
Hispanic Percentage of Total Student Enrollment
1980-81 to 1990-91

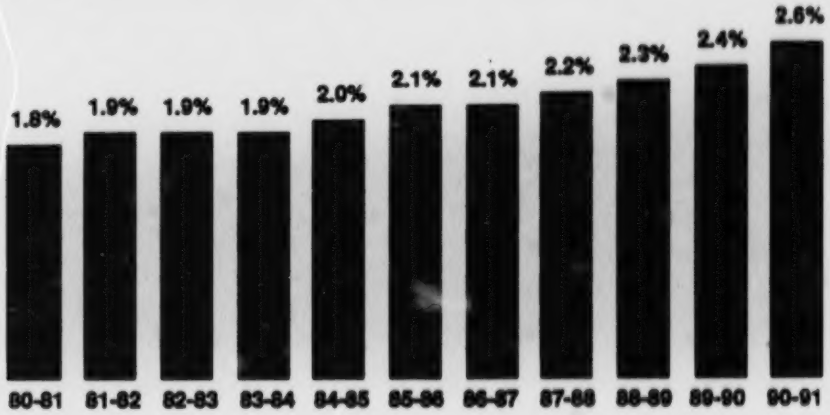
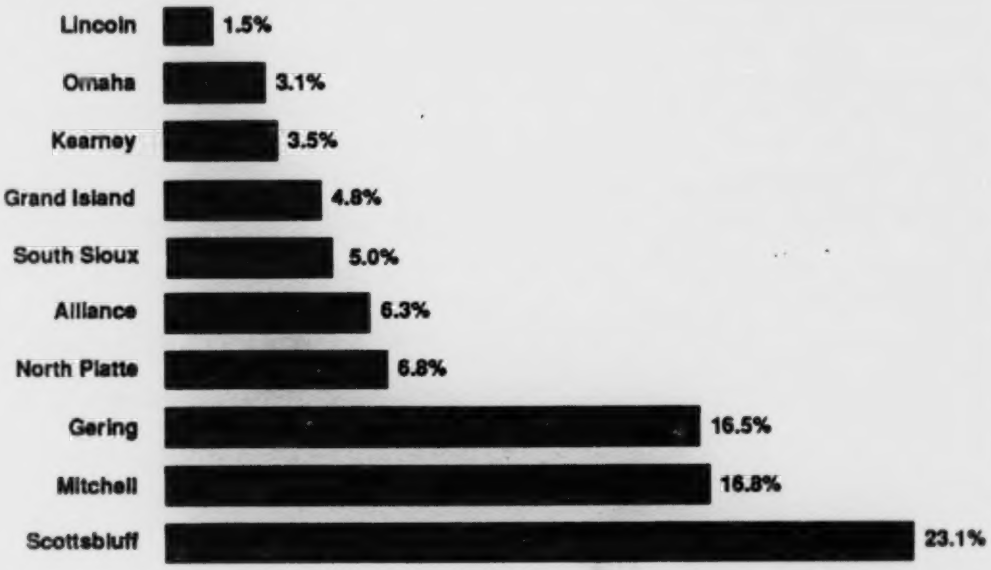
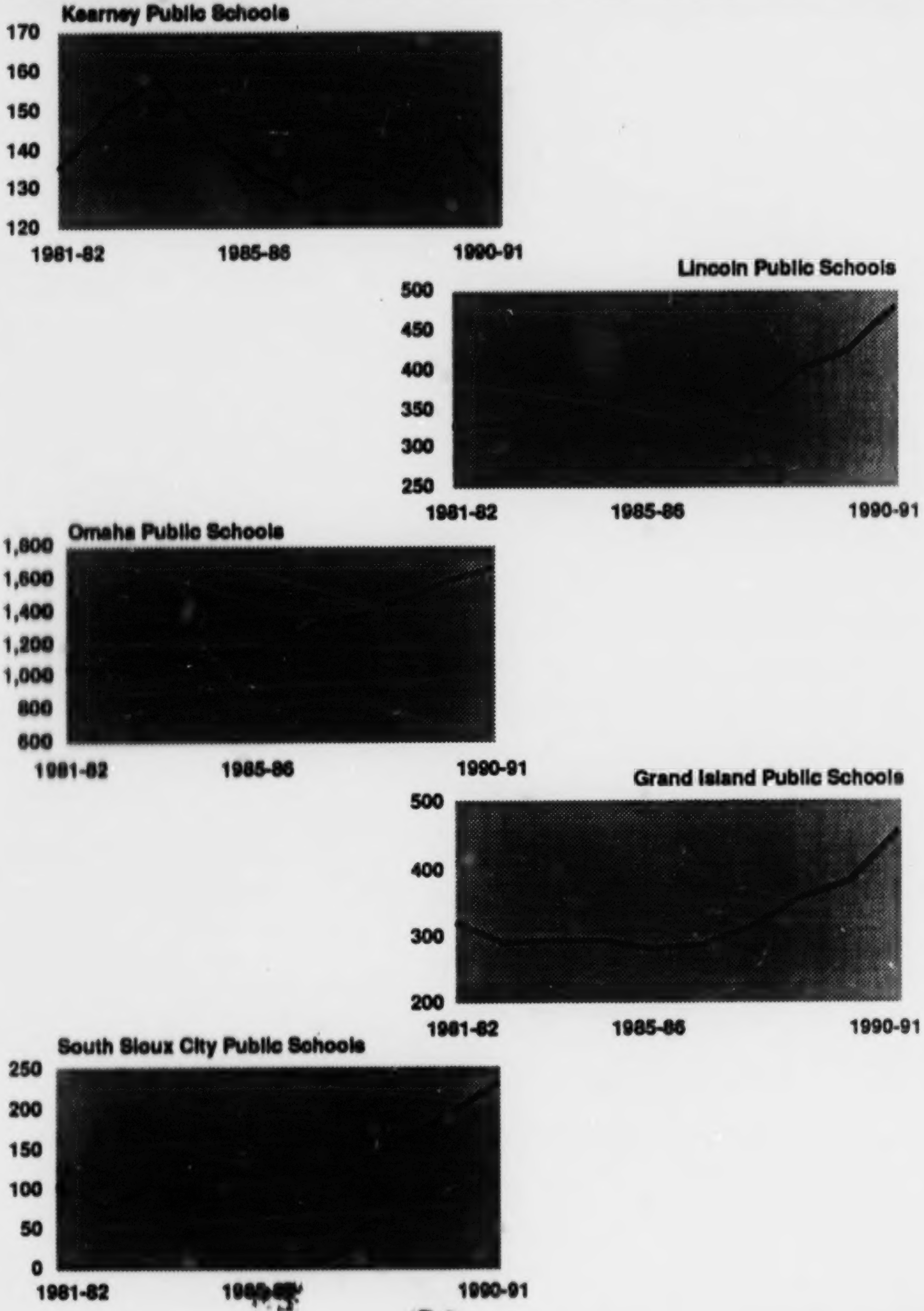


Figure II-c
Average Hispanic Enrollment as Percent of Total Enrollment
Selected Districts
1981-82 to 1990-91



Source: Nebraska Department of Education

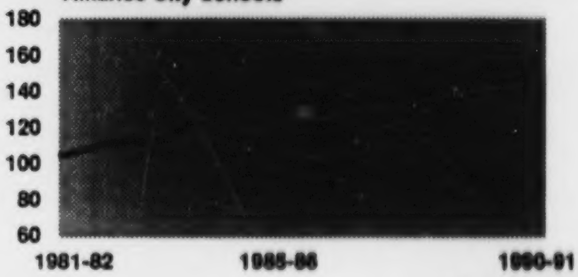
Figure II-d
Trends in Hispanic Enrollment
Selected Districts—Eastern Nebraska
1981-82 to 1990-91



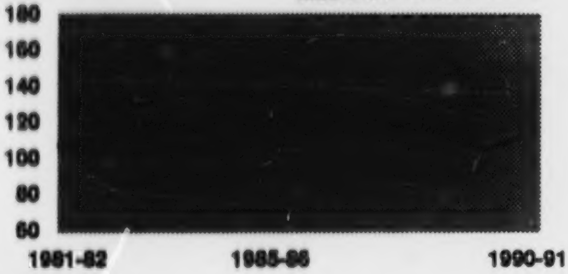
Source: Nebraska Department of Education

Figure II-e
Trends in Hispanic Enrollment
Selected Districts-Western Nebraska
1981-82 to 1990-91

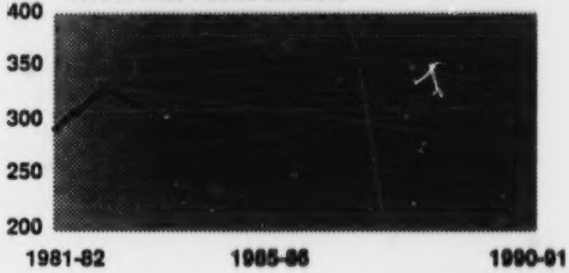
Alliance City Schools



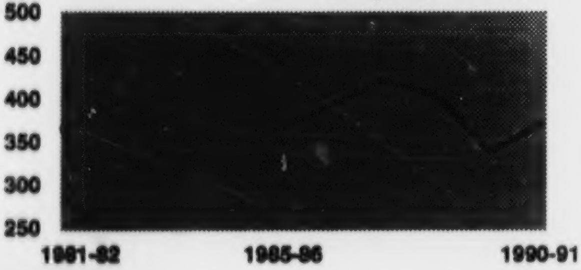
Mitchell Public Schools



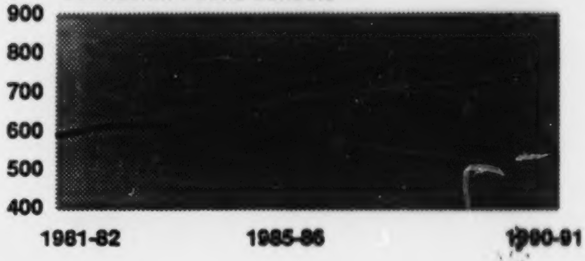
North Platte Public Schools



Gering Public Schools



Scottsbluff Public Schools



Source: Nebraska Department of Education

Table II-b
Hispanic Student Enrollment and Percent of Total Enrollment by Type of School
1986-87 to 1990-91

	Public		Private		State		†ESU	
	#	%of total	#	%of total	#	%of total	#	%of total
1990-91	7,146	2.6%	787	2.1%	25	4.6%	12	2.2%
1989-90	6,297	2.3%	771	2.1%	13	2.5%	9	1.7%
1988-89	6,275	2.3%	699	1.9%	18	3.4%		
1987-88	6,071	2.3%	700	1.9%	21	4.2%		
1986-87	5,814	2.2%	638	1.8%	29	5.4%		
average		2.3%		2.0%		4.0%		

†Educational Service Units

32

Source: Nebraska Department of Education

Figure II-f
Trend in Number of Hispanic Dropouts
1980-81 to 1990-91

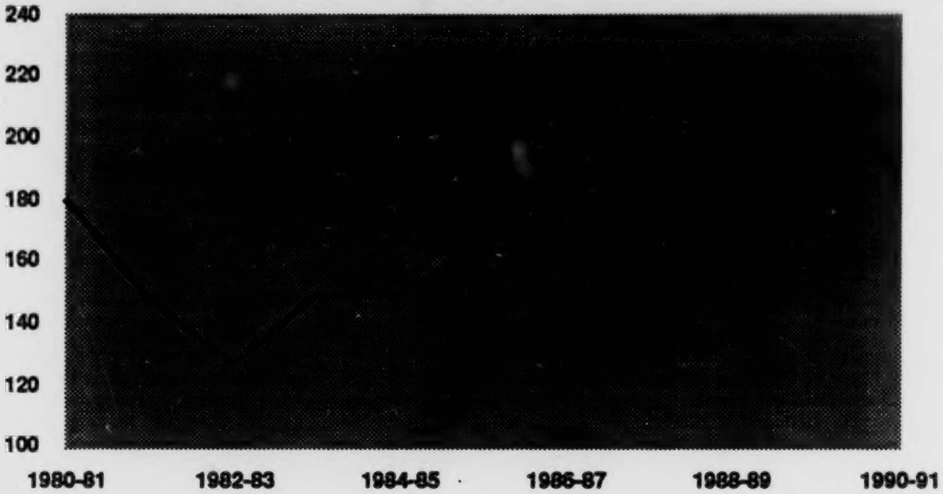
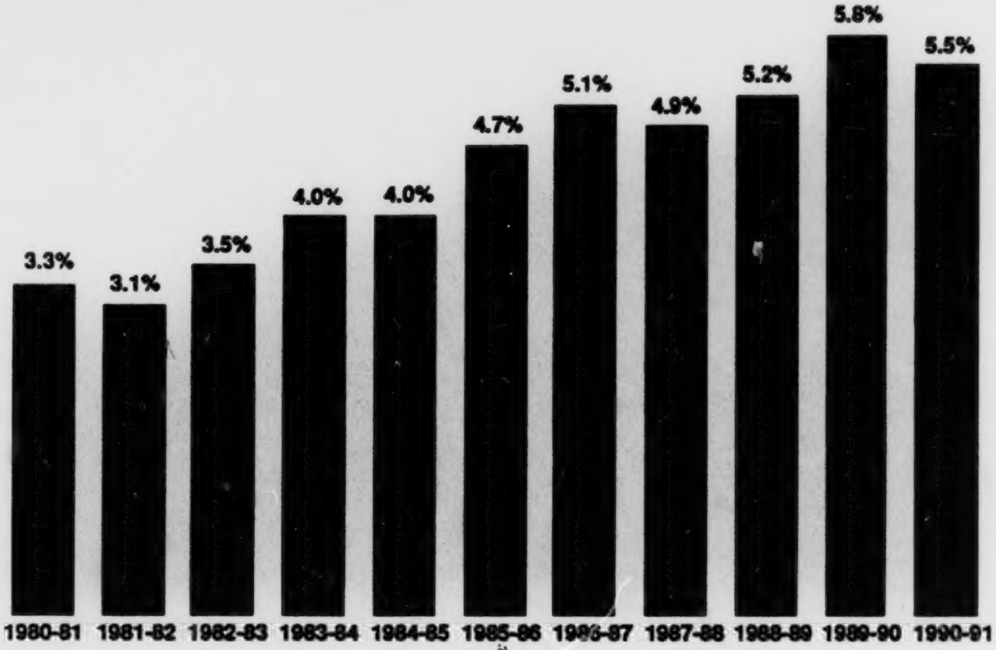
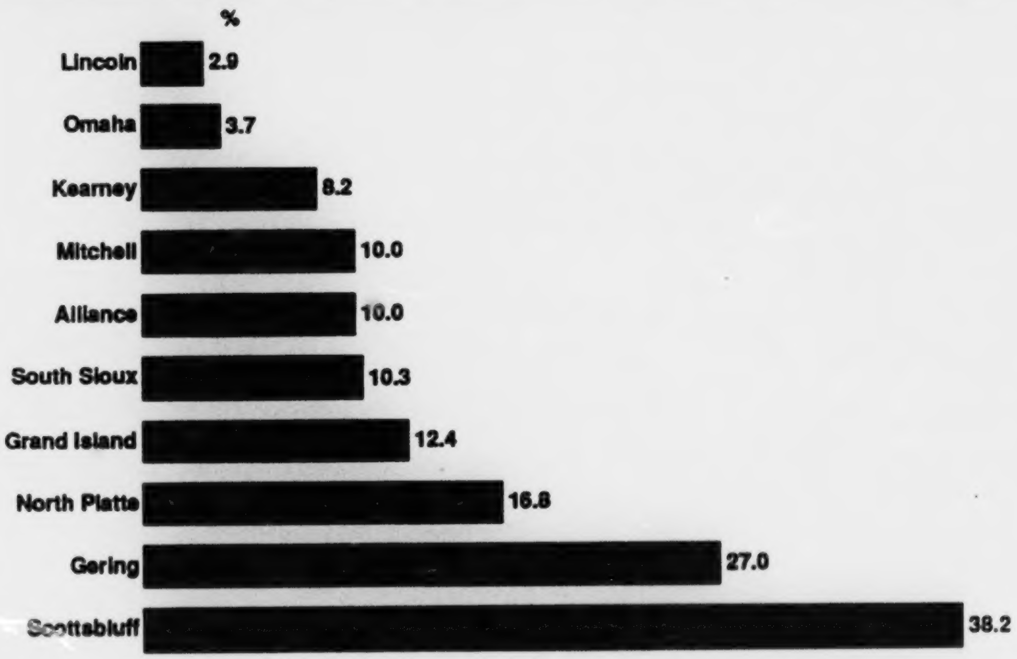


Figure II-g
Hispanic Dropouts as Percent of All Dropouts
All School Districts
1980-81 to 1990-91



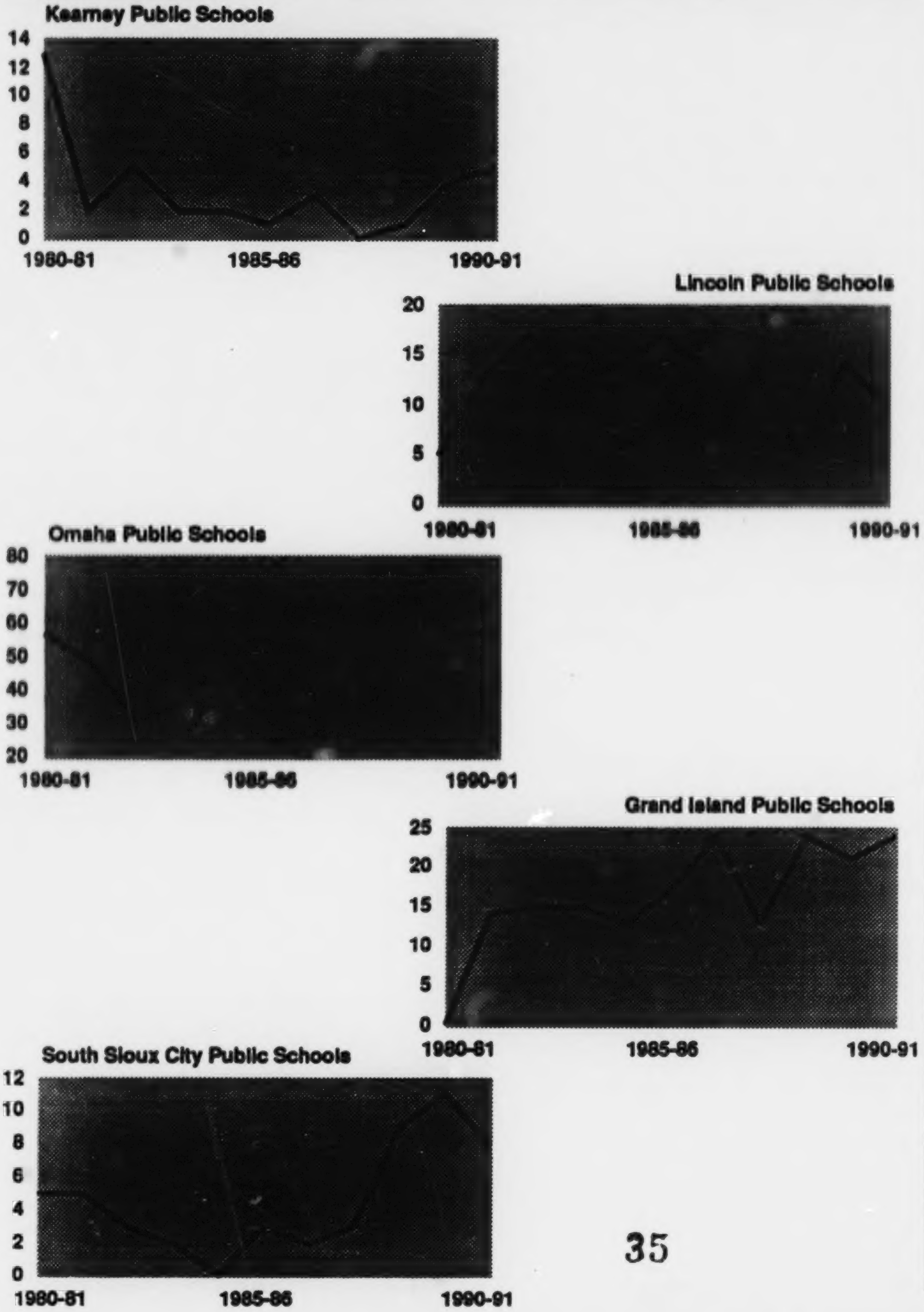
Source: Nebraska Department of Education

Figure II-h
Hispanic Dropouts as Percent of All Dropouts
Selected Districts
1980-81 to 1990-91



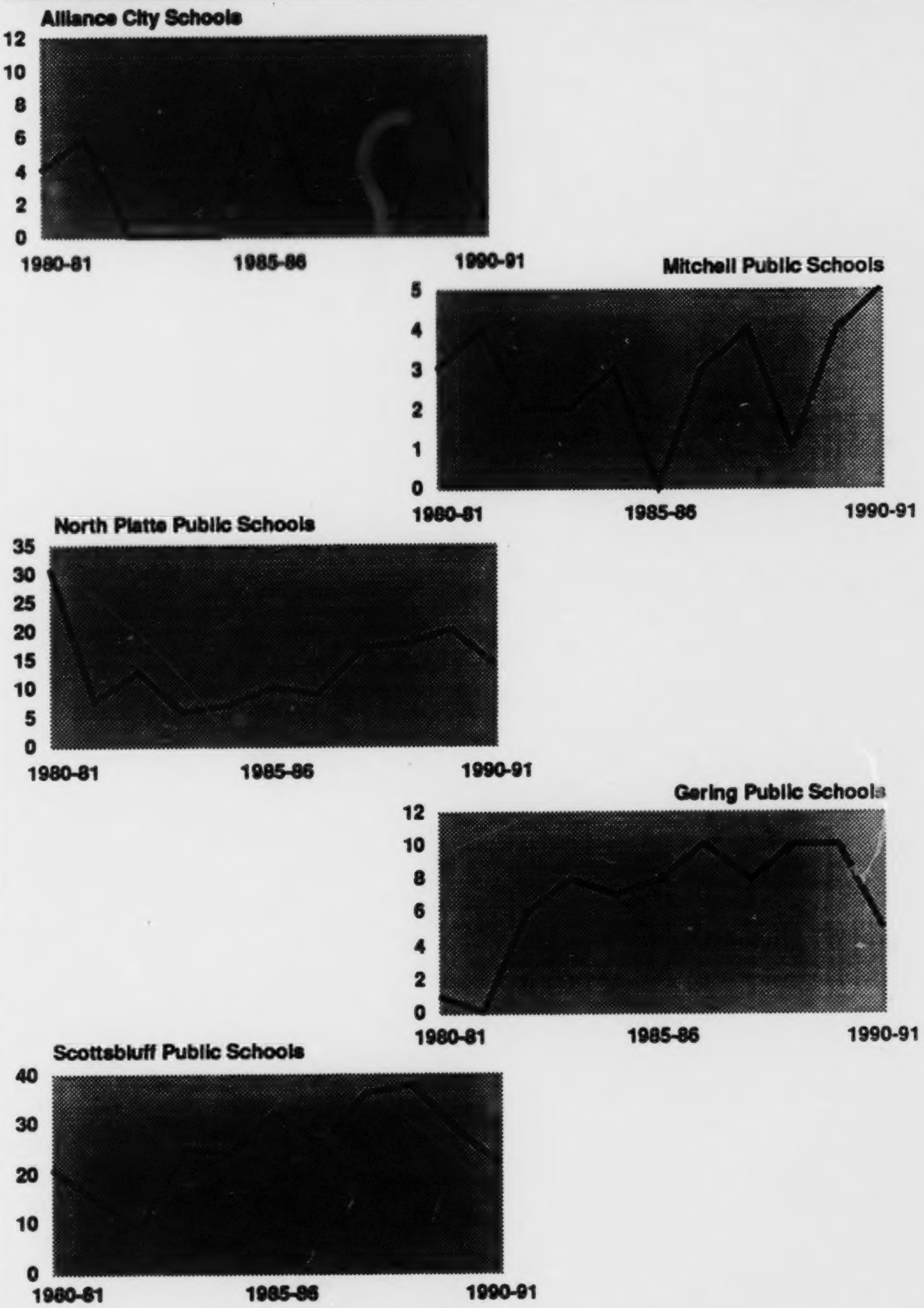
Source: Nebraska Department of Education

Figure II-I
Trends in Numbers of Hispanic Dropouts
Selected Districts-Eastern Nebraska
1980-81 to 1990-91



Source: Nebraska Department of Education

Figure II-j
Trends in Numbers of Hispanic Dropouts
Selected Districts-Western Nebraska
1980-81 to 1990-91



Source: Nebraska Department of Education

Figure II-k
Hispanic Expulsions as Percent of Total Expulsions
1984-85 to 1990-91

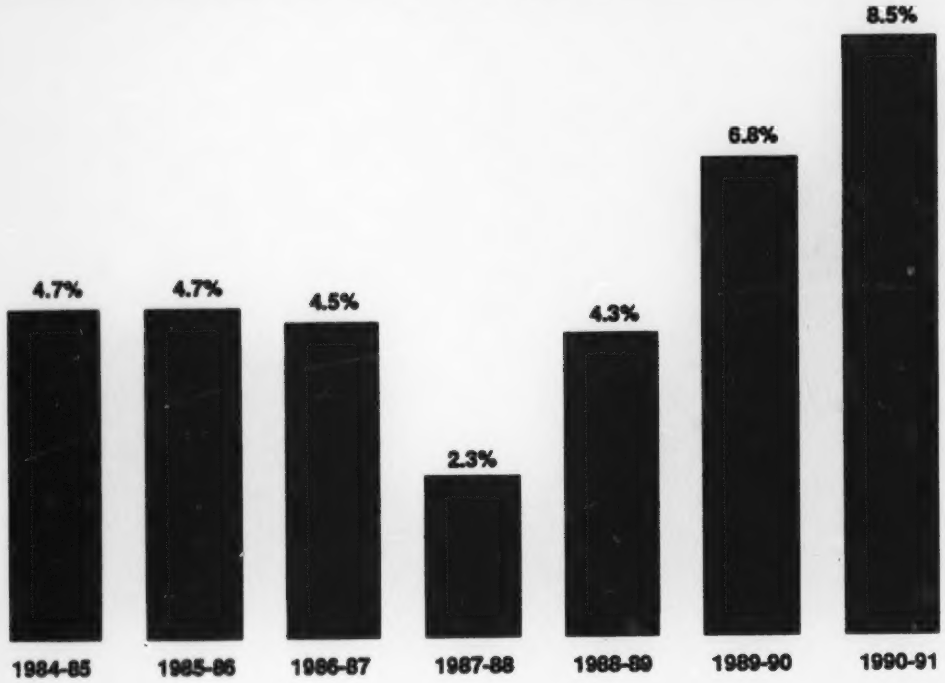
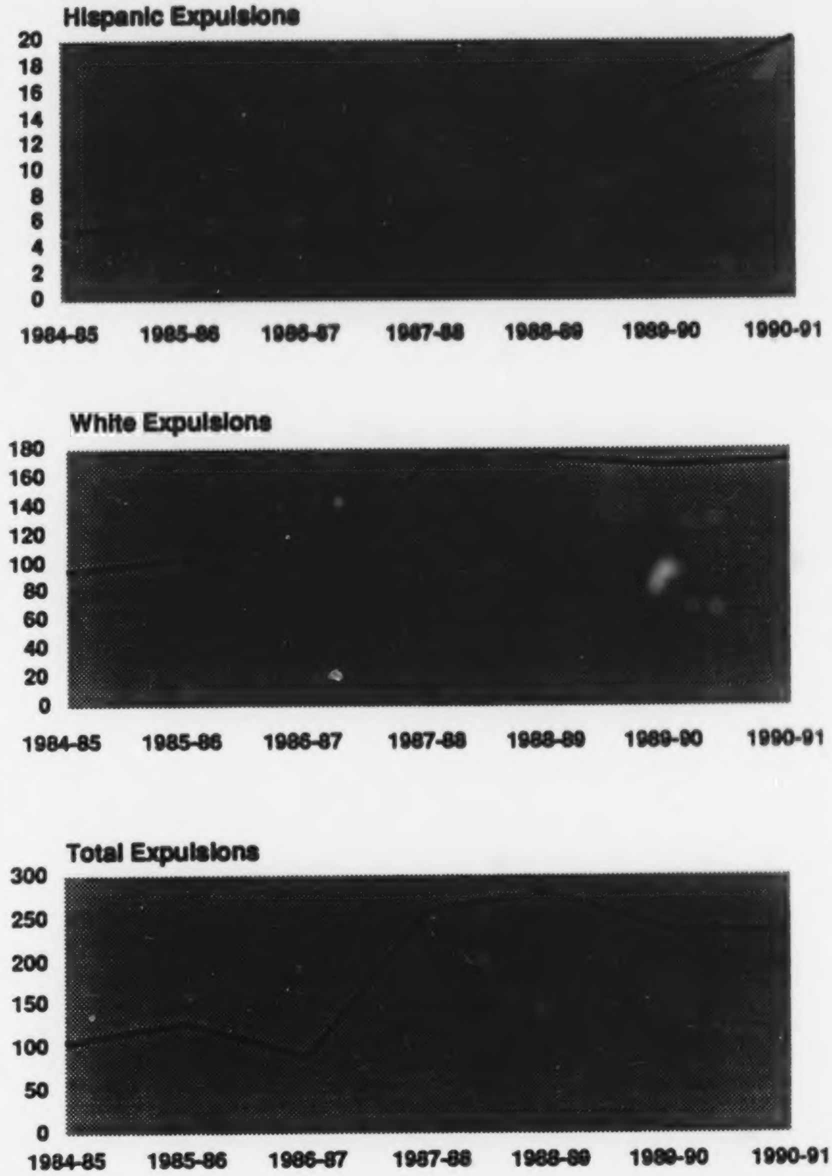


Table II-c
Trend in Number of Hispanic, White, and Total Expulsions
1984-85 to 1990-91

	Hispanic	White	Total
1984-85	5	94	106
1985-86	6	102	127
1986-87	4	75	89
1987-88	6	171	261
1988-89	12	173	280
1989-90	16	167	237
1990-91	20	171	235

Source: Nebraska Department of Education

Figure II-I
Comparison of Trends in Hispanic, White, and Total Expulsions
1984-85 to 1990-91



Source: Nebraska Department of Education

Participation in Chapter 1 programs

The goals of Chapter 1 are to improve the educational opportunities of educationally deprived children by helping them to succeed in the regular classroom, to attain grade level proficiency, and to improve achievement in basic and more advanced skills. To be eligible for enrollment in a Chapter 1 program, a child must live in a school building attendance area that qualifies for Chapter 1 services. Individual schools qualify for Chapter 1 funding based on the number of low income students age five to 17 in attendance. Low income status is determined by census data, eligibility for free lunch or free milk programs, or residence in a state or local institution for neglected or delinquent children.

The majority of Chapter 1 programs in Nebraska provided supplemental services in reading and math to students at primary grade levels, according to the Annual State Evaluation Report for the 1989-90 academic year.

School districts establish the criteria for determining whether a child is educationally deprived and therefore eligible for Chapter 1 services. Thus, there are no consistent statewide criteria for determining which children are eligible for the program, although all districts are encouraged to base eligibility decisions on more than one criterion. The types of services offered by the Chapter 1 program vary by individual schools within districts based on needs assessments of students in the individual schools. Schools determine the students in greatest need for Chapter 1 services by ranking them based on the building-determined criteria.

Students classified as limited English proficient can be served by Chapter 1 if their needs stem from educational deprivation not simply from their limited English proficiency. LEP students must be selected for Chapter 1 participation using the same criteria that is used to select non-LEP students.

Students are served by Chapter 1 programs in the regular (public and private) school setting and in local or state programs for neglected or delinquent children.

The ratio of Hispanic students enrolled in Chapter 1 programs to total enrollment in Chapter 1 in the regular school setting has remained fairly constant from 1987-88 to 1990-91, ranging from 4.0 percent to 4.4 percent (Figure II-m). Recall that the Hispanic proportion of total student enrollment averaged 2.2 percent during the second half of the decade.

Hispanic enrollment in regular school Chapter 1 programs has shown a mixed pattern of moderate increase and only slight change from 1987-88 to 1990-91 (Figure II-n). In 1987-88, 1,055 Hispanic students were enrolled in Chapter 1 programs. In 1990-91, 1,132 Hispanic students were enrolled, an increase of 7.3 percent.

From 1987-88 to 1990-91, the majority of Hispanic students enrolled in Chapter 1 programs were in the first through the fifth grade. The highest average enrollment during the period was among second graders. Table II-d presents details on the grade distribution of Hispanic students enrolled in Chapter 1 programs from 1987-88 to 1990-91.

Hispanic students in the ten selected districts accounted for an average of 63.8 percent of total Hispanic Chapter 1 enrollment statewide from 1987-88 to 1990-91. Table II-e provides the ratio for each of the four years examined.

The highest ratios within the selected districts of Hispanic students enrolled in Chapter 1 programs to total Hispanic student enrollment in the districts are found in the Mitchell Public Schools, the South Sioux City Public Schools, and the Gering Public Schools (Table II-f). 31.2 percent, 30.3 percent, and 26.5 percent of Hispanic students in these districts were enrolled, on average, in Chapter 1 programs during the four year period.

Almost 40.0 percent of Hispanic students in the Mitchell Public Schools were enrolled in Chapter 1 programs in 1988-89, but the ratio decreased considerably in the following two years. In the South Sioux City Public Schools, the ratio jumped over 15.0 percentage points between 1988-89 and 1990-91, reaching a four year high of 37.4 percent. The ratio in the Gering Public Schools was similar in three of the four years examined, but increased 10.2 percentage points in 1989-90.

Figure II-m
Hispanic Enrollment in Chapter1 as Percent of Total Chapter 1 Enrollment
1987-88 to 1990-91

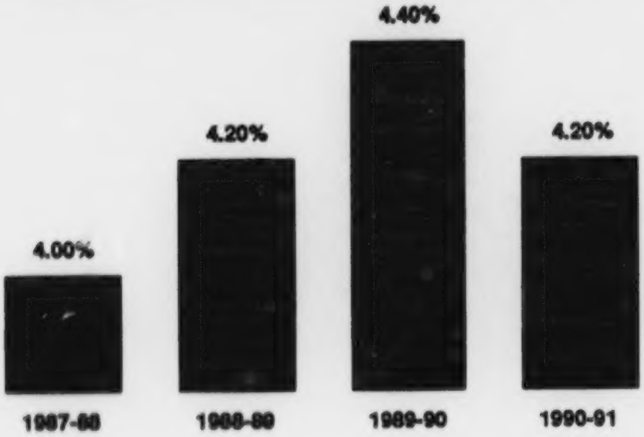
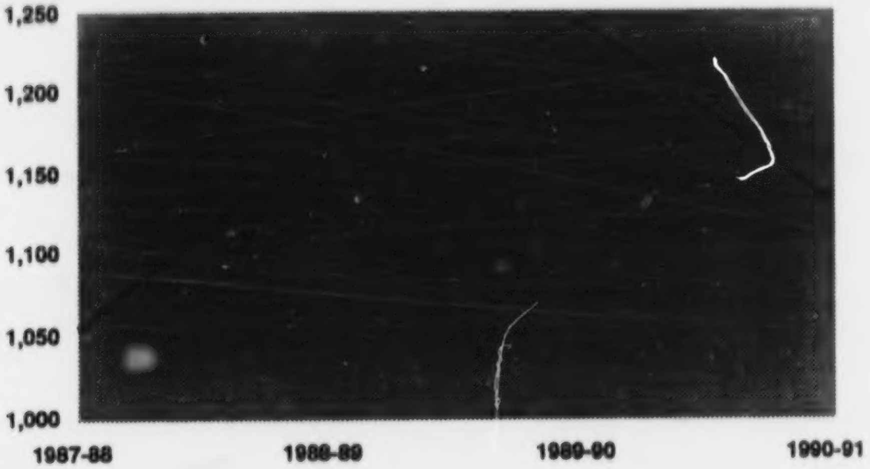


Figure II-n
Trend in Hispanic Chapter 1 Enrollment
(Regular School Setting, Unduplicated Counts)
1985-86 to 1990-91



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Source: Nebraska Department of Education

Table II-d
Chapter 1 Hispanic Student *Enrollment by Grade
1987-88 to 1990-91

	1987-88	1988-89	1989-90	1990-91
pre-k	0	0	10	13
K	26	33	34	25
1st	180	201	197	201
2nd	198	224	234	185
3rd	200	202	212	195
4th	132	184	197	174
5th	132	134	128	137
6th	69	88	87	88
7th	52	42	29	28
8th	42	45	41	36
9th	16	15	36	32
10th	1	2	19	8
11th	5	3	7	7
12th	2	1	13	3
total	1,055	1,174	1,244	1,132

*unduplicated counts

Table II-e
Ratio of Hispanic Student Chapter 1 Enrollment in Selected Districts
to Total Hispanic Student Chapter 1 Enrollment
1987-88 to 1990-91

	1987-88	1988-89	1989-90	1990-91
Hispanic Enrollment in Selected Districts	646	779	794	721
Total Hispanic Enrollment	1,055	1,174	1,244	1,132
Ratio	61.2%	66.3%	63.8%	63.7%

4-year average ratio 63.8%

Source: Nebraska Department of Education

Table II-f
Hispanic Student Chapter 1 Enrollment in Selected Districts
Number and as Percent of Total Hispanic Student Enrollment
1987-88 to 1990-91

	87-88	%Hisp Enroll in Dist	88-89	%Hisp Enroll in Dist	89-90	%Hisp Enroll in Dist	90-91	%Hisp Enroll in Dist	4-year Average
Alliance	28	17.5%	10	7.6%	21	13.6%	22	14.1%	13.2%
Gering	98	23.1%	95	23.5%	115	33.7%	96	25.8%	26.5%
Grand Island	37	11.9%	47	13.3%	41	10.8%	64	14.1%	12.5%
Kearney	10	7.5%	9	7.0%	15	10.3%	13	10.2%	8.8%
Lincoln	44	12.8%	50	12.5%	64	15.2%	27	5.7%	11.6%
Mitchell	41	33.9%	46	39.3%	30	28.9%	26	22.6%	31.2%
North Platte	35	11.3%	36	10.8%	40	12.7%	40	12.1%	11.7%
Omaha	218	16.0%	279	19.0%	292	18.5%	230	13.8%	16.8%
Scottsbluff	98	12.5%	172	24.5%	114	15.7%	117	14.9%	16.9%
South Sioux	37	29.4%	35	22.0%	62	32.5%	86	37.4%	30.3%
Total	646		779		794		721		

Source: Nebraska Department of Education

Participation in Programs for Limited English Proficiency (LEP) Students

There is considerable debate among educators nationwide about the most effective means of providing instruction to students with limited English proficiency. In Lau v. Nichols, 414 US 653 (1974) the Supreme Court addressed the issue of equal educational opportunity for language minority students under Title VI of the 1964 Civil Rights Act. The Court mandated in its decision that school districts take affirmative steps to open instructional programs to language minority students. The Lau decision, however, did not require school districts to use any particular program or teaching method. A recent enforcement policy update issued by the U.S. Department of Education, Office for Civil Rights presented a three-pronged standard based on more recent court decisions for determining the adequacy of a school district's efforts to provide equal educational opportunities for LEP students: (1) programs or practices must be recognized as sound by some experts in the field or as legitimate experimental strategies; (2) programs or practices must be structured to effectively implement the educational theory adopted by the school; (3) programs or practices must succeed after a legitimate trial period in producing results indicating that the language barriers confronting students actually are being overcome.

Thus, although there are general enforcement guidelines, no consistently utilized criteria exist for assessing and educating students with limited English proficiency at the national level. Similarly, no established standards exist at the state level in Nebraska.

As with the Chapter 1 program discussed above, school districts and individual schools within those districts bear the responsibility for determining which students are limited English proficient and in need of bilingual or English as a Second Language (ESL) services. Although certain data are collected at the state level on participation in programs for LEP students, it is important to keep in mind that the criteria for mandating one student's participation in a program for LEP students may be different from the criteria mandating another student's participation depending on the school district in which the student is enrolled. Methods used to identify LEP students in Nebraska school districts include home language survey, language assessment testing, school recommendation, and parental recommendation. Inconsistent eligibility criteria may lead to substantial undercounting of students in need of LEP services statewide.

During a four year period from 1987-88 to 1990-91, Hispanics accounted for an average of 38.4 percent of total enrollment in programs for LEP students. The yearly ratios grew steadily during the first three years of this period and then jumped markedly between 1989-90 and 1990-91, reflecting a substantial increase in LEP enrollment among all language groups statewide (Figure II-o). Hispanics accounted for 30.9 percent of total enrollment in programs for LEP students in 1987-88 and 51.8 percent in 1990-91, an increase of 67.6 percent.

In 1987-88, 218 Hispanics were enrolled in programs for LEP students across the state. The majority of Hispanics enrolled in programs for LEP students (60.5 percent) were in kindergarten, first, second, or third grade, with the highest number of students being in first grade (Table II-g). In 1988-89, 232 Hispanics were enrolled in programs for LEP students, with the largest number again being clustered in the early elementary years. In 1989-90, the enrollment number jumped 24.1 percent to 288 Hispanic LEP students, again with clustering in the early elementary years.

In 1990-91, 651 Hispanics were enrolled in programs for LEP students, an increase of 126.0 percent over the previous year. (Data collection in 1990-91 differed from the previous three years, therefore, it is not possible to determine the number of kindergarteners enrolled in programs for LEP students.) While the largest numbers of Hispanics enrolled in programs for LEP students in 1990-91 were in first, second, or third grade, substantial enrollment increases were seen at other grade levels. For example, Hispanic student LEP enrollment among seventh grade students jumped from nine to 32 students from 1989-90 to 1990-91, an increase of 255.0 percent. LEP enrollment grew among twelfth graders from four to 13 students, a single year increase of 225.0 percent.

The number of Hispanics enrolled in programs for LEP students who were reported to have handicapping conditions remained fairly constant (Table II-h). Twenty-one of the total number of Hispanics participating in programs for LEP students in 1987-88 were reported to have handicapping conditions. This figure represents 9.6 percent of total Hispanic LEP-enrolled students. The majority of these students were either acoustically handicapped or reported to have specific learning disabilities. In 1988-89, 21 Hispanic LEP-enrolled students, or 7.8 percent, were reported to have handicapping conditions, with the majority being speech impaired or having specific learning disabilities. Similarly, in 1989-90, 7.3 percent of Hispanic students had handicapping conditions; again, the majority were speech handicapped or learning disabled. Data presently available for 1990-91 do not include breakdowns of students with handicapping conditions. These data will be available in the summer of 1992.

Varying numbers of individuals enrolled in programs for LEP students are administered standardized tests each year to measure reading and math skills. For example, of 218 Hispanic students enrolled in 1987-88, 129 were tested (Table II-i). Table II-i indicates that the average reading scores for Hispanic students declined from 29.7 to 25.4 between 1987-88 and 1989-90. Average math scores remained fairly constant. (Test score data for 1990-91 will be available in the summer of 1992.)

The year 1989-90 will be examined to illustrate where Hispanic student scores fell in relation to LEP students in other native language groups. In 1989-90, only two of 13 total language groups tested, Vietnamese and Thai, scored lower than Hispanics on measures of reading skills with average scores of 22.7 and 22.8, respectively, placing them in the ninth percentile (not shown). The highest average reading scores in 1989-90 were registered by Japanese and Hmong students at 43.3 and 43.6, respectively.

Hispanic students registered the lowest average math score in 1989-90, 34.4, placing them in the 23rd percentile. Only two other language groups, Laotian and Native American, fell below the 30th percentile in math scores in 1989-90 with average scores of 35.8 and 37.5, respectively (not shown). In contrast, the average math score of Japanese students was 71.1, placing them in the 84th percentile.

Figure II-o
Hispanic Percent of Total LEP Enrollment
1987-88 to 1990-91

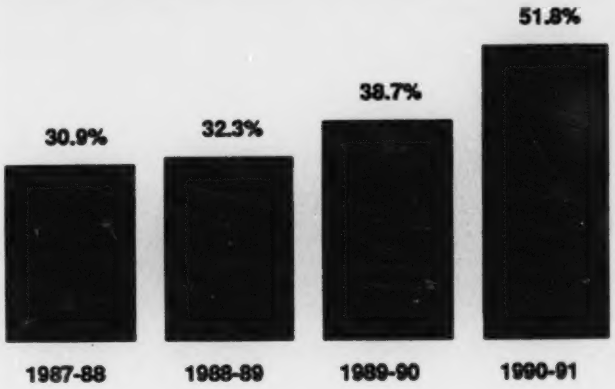


Table II-g
LEP Composite Hispanic Enrollment by Grade
1987-88 to 1990-91

Grade	1987-88	1988-89	1989-90	1990-91
KG	44	52	49	-
1	45	42	52	91
2	22	25	38	80
3	21	14	26	67
4	13	14	11	50
5	11	10	23	50
6	11	9	12	37
7	11	6	9	32
8	13	11	23	26
9	11	16	12	27
10	10	13	15	36
11	2	5	9	21
12	2	3	4	13
*Other	2	12	5	121
total	218	232	288	651

*Pre-K and ungraded students 1987-88 to 1989-90; includes KG 1990-91

Source: Nebraska Department of Education

Table II-h
Number of Hispanic LEP Students with Handicapping Conditions
1987-88 to 1989-90

	1987-88	1988-89	1989-90
Acoustical Handicap	8	1	1
Behavioral Handicap	0	0	0
Educable Mental Handicap	1	2	2
Specific Learning Disability	8	7	10
Mentally Retarded	1	0	0
Orthopedically Handicapped	3	0	0
Speech Handicap	0	8	7
Visual Handicap	0	0	1
Total Handicapped	21	18	21
% of Hispanics Enrolled	9.6%	7.8%	7.3%

Table II-i
Average Reading and Math Scores
Hispanic LEP Students
1987-88 to 1989-90

	# Tested	Avg Score	Percentile
Reading			
1987-88	129	29.7	17th
1988-89	58	28.6	16th
1989-90	146	25.4	12th
Math			
1987-88	129	34.1	23rd
1988-89	50	34.7	23rd
1989-90	149	34.4	23rd

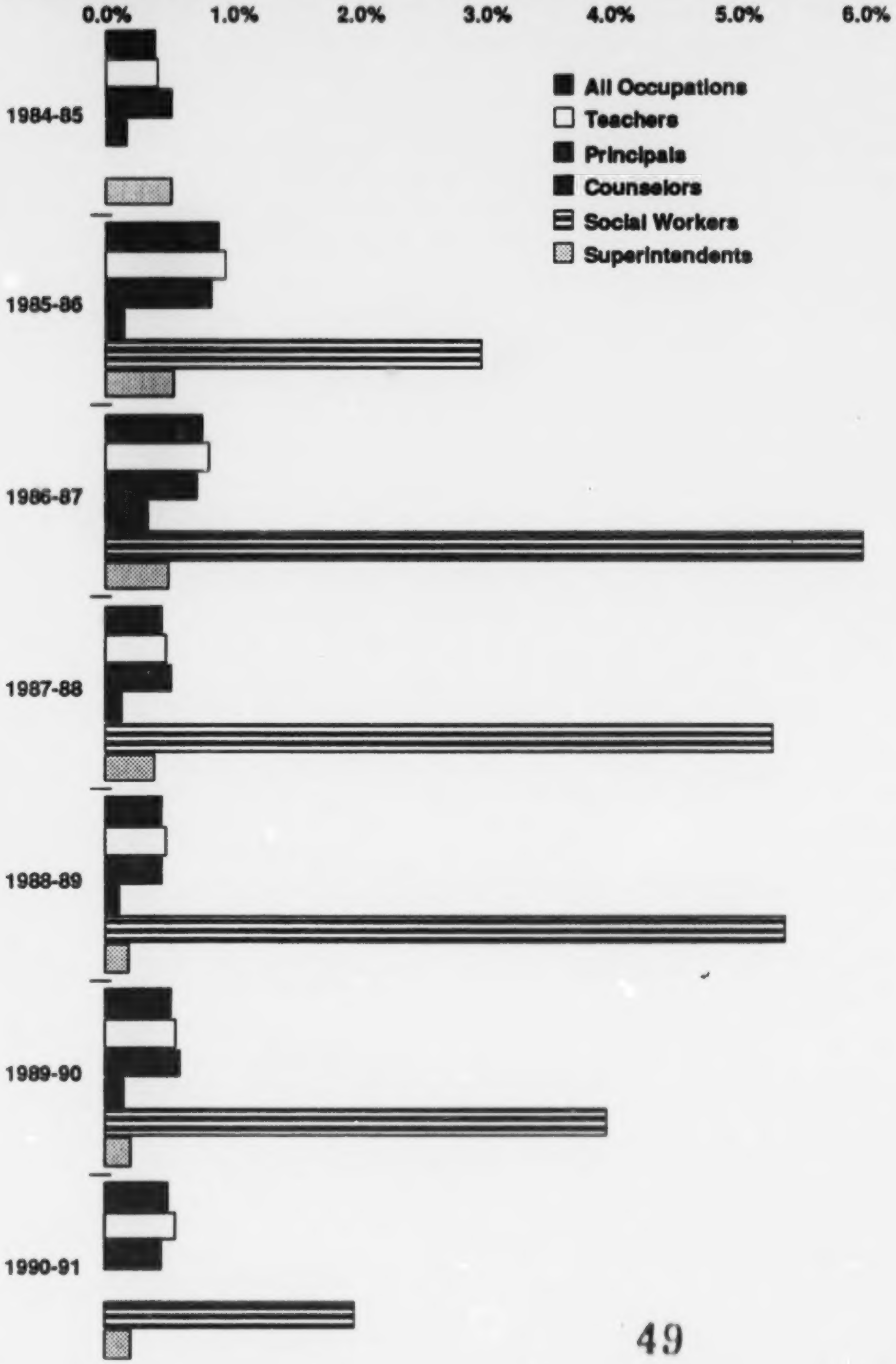
Source: Nebraska Department of Education

Staff in the Public Schools

Data on staff in the public schools are reported in terms of full-time equivalency (FTE). FTE should not be interpreted as the number of individuals. Instead FTE is an indication of the time an individual spends in a position compared to the total time in a work week, i.e., 40 hours. A half time employee would be assigned the FTE of .50, a full-time employee would be assigned a 1.00 FTE. For example, there was the equivalent of 3.4 full-time principals of Hispanic origin and the equivalent of 106.35 full-time teachers of Hispanic origin in 1990-91, in terms of total time worked per week by individuals in these positions. (See Appendix Table II-D for details on all instructional and administrative occupations in the public schools.)

Hispanic staff FTE as a ratio to total staff FTE in the public schools from 1984-85 to 1990-91 will now be examined. The primary focus will be five specific occupations: teachers, principals, counselors, social workers, and superintendents. Figure II-p illustrates these ratios. In each of the seven years examined, Hispanics accounted for less than 1.0 percent of total FTEs (an average of only 0.6 percent during the entire period) in terms of all occupational categories combined. The same pattern holds true for teachers, principals, counselors, and superintendents whose full-time equivalencies averaged 0.6, 0.6, 0.2, and 0.4 percent, respectively, of total FTEs within these positions.The only occupational category in which Hispanics accounted for more than 1.0 percent of total FTEs was social workers. The full-time equivalencies of Hispanic social workers reached a high of almost 6.0 percent of the total FTEs for social workers in 1986-87 and dropped to 2.0 percent in 1990-91. The FTEs of Hispanic social workers averaged 3.7 percent of total FTEs for the position during the entire period (1984-85 to 1990-91).

Figure II-p
Ratio of Hispanic FTE to Total FTE
All Occupations (Composite) and Selected Occupations
1984-85 to 1990-91



Source: Nebraska Department of Education

Standardized Testing

NAEP

The National Assessment of Educational Progress (NAEP) traditionally evaluates the performance of students nationwide on achievement tests in specific subjects. The first state-level trial assessment was conducted in 1990. Nebraska was one of 37 states participating in this trial assessment which measured the performance of eighth grade students in mathematics.

Future NAEP state-level assessments will include state-level mathematics assessments for fourth grade and eighth grade students and trial state reading assessments of fourth grade students. Congress may authorize future state-level NAEP studies depending on the results of these trial state assessments.

In the 1990 trial assessment, student performance was ranked according to four mathematics anchor levels:

Level 200	Simple additive reasoning and problem solving with whole numbers
Level 250	Simple multiplicative reasoning and two step problem solving
Level 300	Reasoning and problem solving involving fractions, decimals, percentages, elementary geometry, and simple algebra
Level 350	Reasoning and problem solving involving geometry, algebra, and beginning statistics and probability.

Hispanic students in Nebraska accounted for 5.0 percent of the students tested at the state level. Nationwide, Hispanic students accounted for 10.0 percent of students tested.

Figure II-q illustrates the percent of students at or above these four anchor levels. Ninety-seven percent of Hispanic students in Nebraska were at or above anchor level 200, 54.0 percent were at or above level 250, and 4.0 percent were at or above level 300. Nationwide, 93.0 percent of the Hispanic sample were at or above level 200, 41.0 percent were at or above level 250, and 3.0 percent were at or above level 300. The percent of Hispanic students in the state and nationwide sample at or above the anchor level 200 was only slightly lower than the percent of all students at or above this level. At levels 250 and 300, however, the percent of Hispanics was considerably lower than the percent of all students. No students in the state or nationwide sample were found to be at or above anchor level 350.

The average proficiency of Hispanic students in Nebraska was 253 (Figure II-r). In comparison, the average proficiency of all students in the Nebraska sample was 279. Nebraska's Hispanic sample scored ten points higher than did the U.S. Hispanic sample and only two points lower than did the total U.S. sample.

The assessment included student performance in five content areas: numbers and operations; measurement; geometry; data analysis, statistics and probability; and algebra and functions.

Figure II-s illustrates the average proficiency of students in each of the content areas. Hispanic students in the Nebraska sample again scored higher than did the nationwide Hispanic sample, but lower than did the total samples in all five content areas. Hispanics students in the Nebraska sample registered their highest average score in numbers and operations (259) and their average lowest score in measurement (244). There was a 20 point difference between the highest average Hispanic score and the highest average total sample score among students in Nebraska and a 19 point difference between the lowest average scores in these groups.

ACT and SAT

Due to the extremely low number of Hispanic students in Nebraska who take either the ACT or SAT (or both), only limited amounts of data exist from which to assess performance. The American College Testing Board (ACT) and the College Board (SAT) do not report composite data for groups in the various states with fewer than 500 test takers, as this is the minimum number of students required for a statistically significant sample. The data provided here have been collected by the Nebraska Department of Education, and average scores should be viewed as estimates only. Therefore, the reader is strongly cautioned against drawing conclusions about overall Hispanic performance based on the data presented in this section.

From 1985 to 1990, the number of Hispanic students taking the ACT averaged 184 per year. Table II-j compares the number of Hispanic test takers to all test takers in the state during the period. Hispanic students accounted for an average 1.4 percent of all test takers in the state from 1985 to 1991. Recall that during roughly the same period Hispanics accounted for more than 2.0 percent of total enrollment in elementary and secondary schools. The majority of the Hispanic students taking the ACT were of Mexican origin (Figure II-t).

Table II-k provides a rough estimate of the average scores of Hispanic test takers versus white and all test takers in the state. The average scores of Hispanic students were consistently lower than the average scores for white and all takers in the state. Students of Mexican origin scored lower than students of other Hispanic origin in all but one year, but the difference in scores (17.0 versus 16.8) is low.

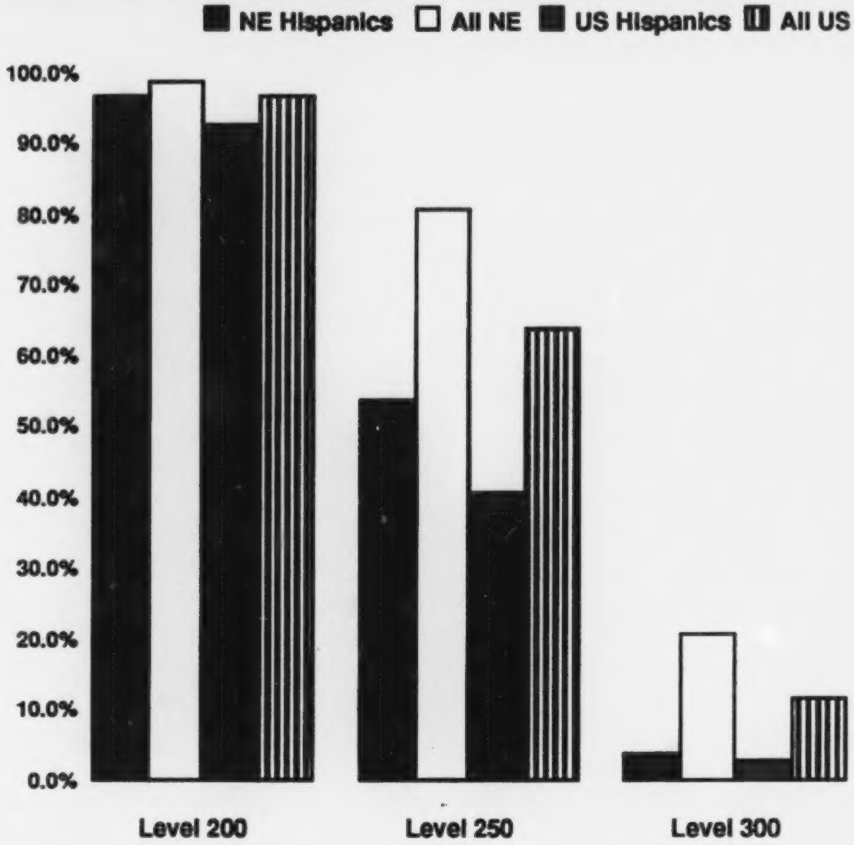
High school students generally are grouped into one of two curricular categories: college core and non-college core. Table II-l shows that the majority of Mexican-origin students taking the ACT were enrolled in non-college core curriculum in each of the years 1987 to 1991. For example, in 1989-90 only 52 of 199 or 26.1 percent of the total number of Mexican origin students taking the ACT were reported to be enrolled in college core curricula. For the entire period, Mexican origin students enrolled in college core curricula accounted for an average of approximately 34.0 percent of the total Mexican origin ACT takers. The proportion of students of other Hispanic origin enrolled in college core curricula was somewhat higher on average from 1987 to 1991, at approximately 45.0 percent of the total number of testtakers in that group. White students enrolled in college core curriculum accounted for approximately 46.0 percent of all white students taking the exam.

From 1987 to 1990, a total of 106 Hispanic students in the state took the Scholastic Aptitude Test (SAT). Figure II-u provides the breakdown in the number of Hispanic test takers by origin. Hispanic students accounted for an average of 1.3 percent of total SAT test takers in the state during the four year period.

SAT scores are reported in two categories: mathematics mean scores and verbal mean scores. Again, the scores reported here are estimates only and are not reported in composite form by the College Board. The math mean scores of Hispanic students were lower than were the scores of all students taking the exam in each of the years 1987 to 1990 (Figure II-v). The verbal mean scores, however, show somewhat of a mixed pattern. In 1987, for example, the verbal mean scores of other Hispanic origin students were higher than the average for all students, while the scores for Mexican origin students were substantially lower. In 1988, this pattern was reversed.

Again, it must be emphasized that all scores for Hispanic students taking the ACT or the SAT are estimates.

Figure II-q
Percent of Eighth Graders at or Above
****4 Math Anchor Levels***
1990 NAEP State Level Assessment



*no students scored above level 350

Source: U.S. Department of Education, Office of Educational Research and Improvement

Figure II-r
Average Anchor Level Proficiency of Eighth Graders
1990 NAEP State Level Assessment

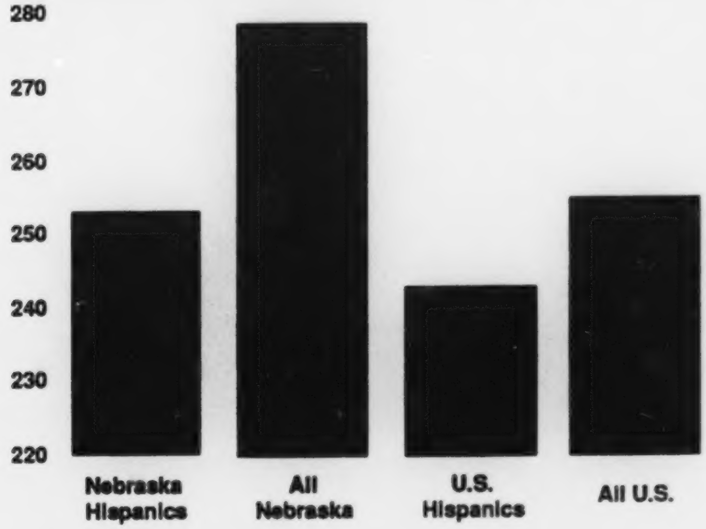
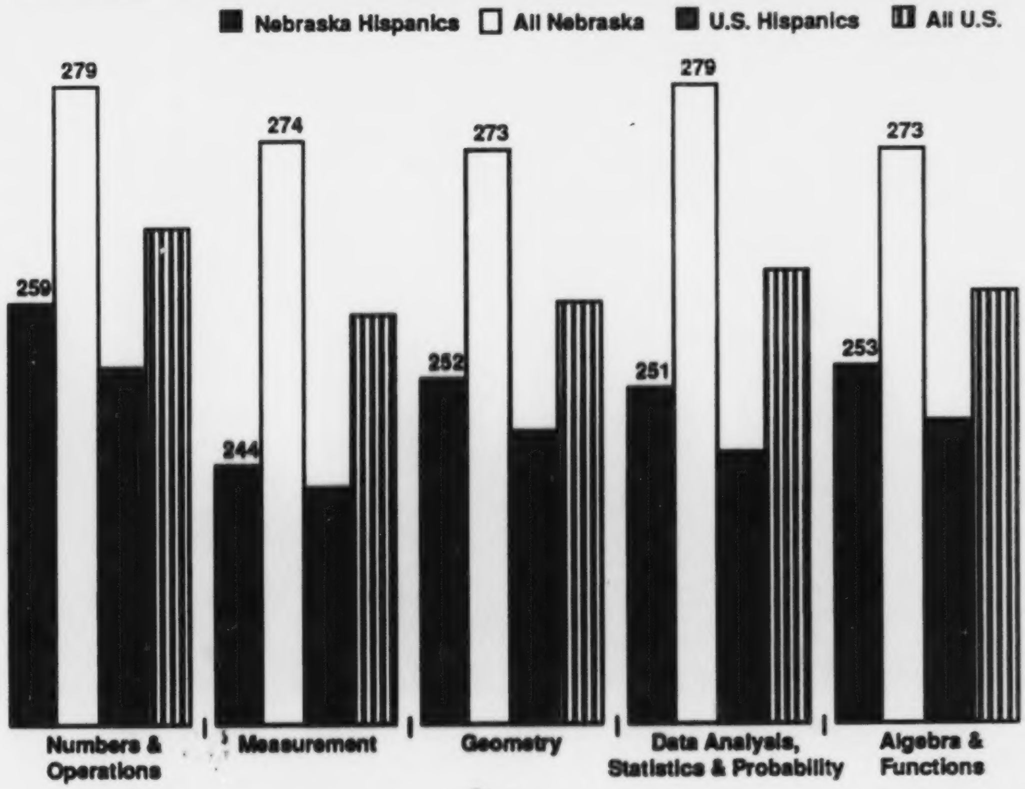


Figure II-s
Average Anchor Level Proficiency by Content Area
1990 NAEP

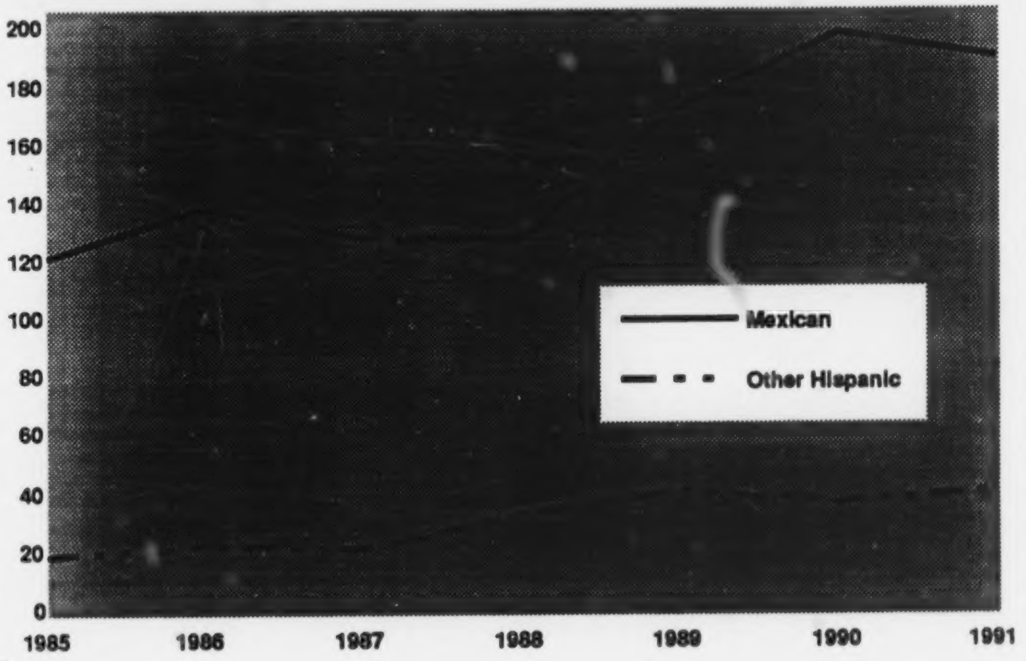


Source: U.S. Department of Education, Office of Educational Research and Improvement

Table II-j
Number of Hispanic ACT Takers vs All Takers in Nebraska
1985 to 1991

	Hispanic	All takers	Hisp % of All
1985	141	12,504	1.1%
1986	161	11,849	1.4%
1987	149	13,257	1.1%
1988	161	13,561	1.2%
1989	214	14,317	1.5%
1990	236	13,554	1.7%
1991	231	12,918	1.8%
total	1,293	91,960	1.4%

Figure II-t
Number of Hispanic ACT Takers by Origin
1985-1991



Source: Nebraska Department of Education

Table II-k
Average ACT Composite Scores by Origin
1985 to 1990

	*Mexican	*Other Hisp.	White	All takers
1985	16.2	17.6	20.0	20.0
1986	17.0	16.8	20.3	21.7
1987	16.1	20.6	20.1	21.6
1988	16.1	17.2	20.0	21.6
1989	16.9	19.0	19.8	21.4
1990	18.7	19.5	21.4	21.2

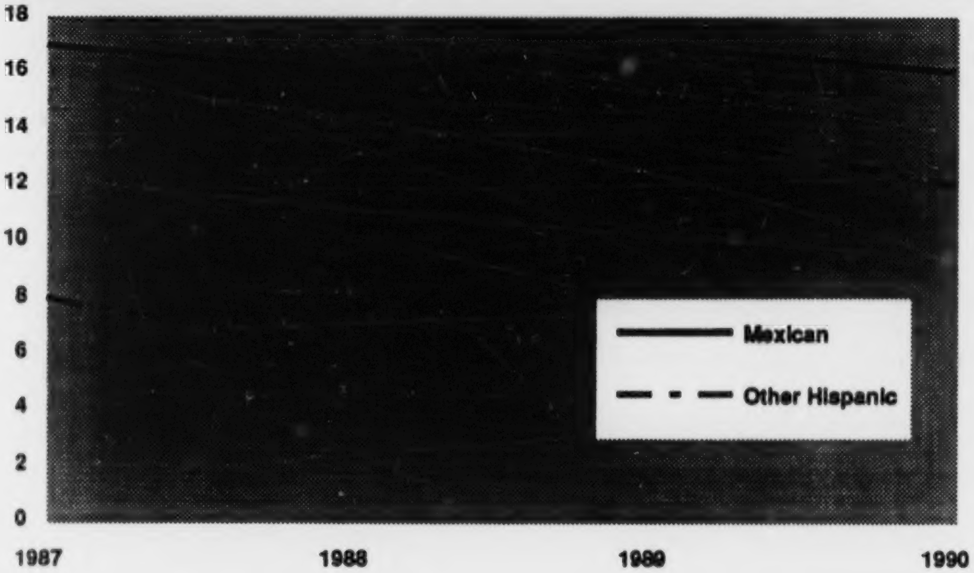
*scores are estimates only

Table II-l
College-core Curriculum and Non-college-core Curriculum ACT Takers by Origin
1987 to 1991

	core	non-core	% core
Mexican			
1987	38	87	30.4%
1988	40	87	31.5%
1989	58	113	33.9%
1990	52	147	26.1%
1991	90	100	47.4%
Other Hispanic			
1987	11	10	52.4%
1988	14	18	43.8%
1989	22	19	53.7%
1990	13	24	35.1%
1991	17	24	41.5%
White			
1987	5,170	6,987	42.5%
1988	5,527	6,818	44.8%
1989	6,050	6,992	46.4%
1990	5,895	6,280	48.4%
1991	5,777	5,790	49.9%
All takers			
1987	5,570	7,687	42.0%
1988	5,979	7,582	44.1%
1989	6,575	7,742	45.9%
1990	6,468	7,086	47.7%
1991	6,361	6,557	49.2%

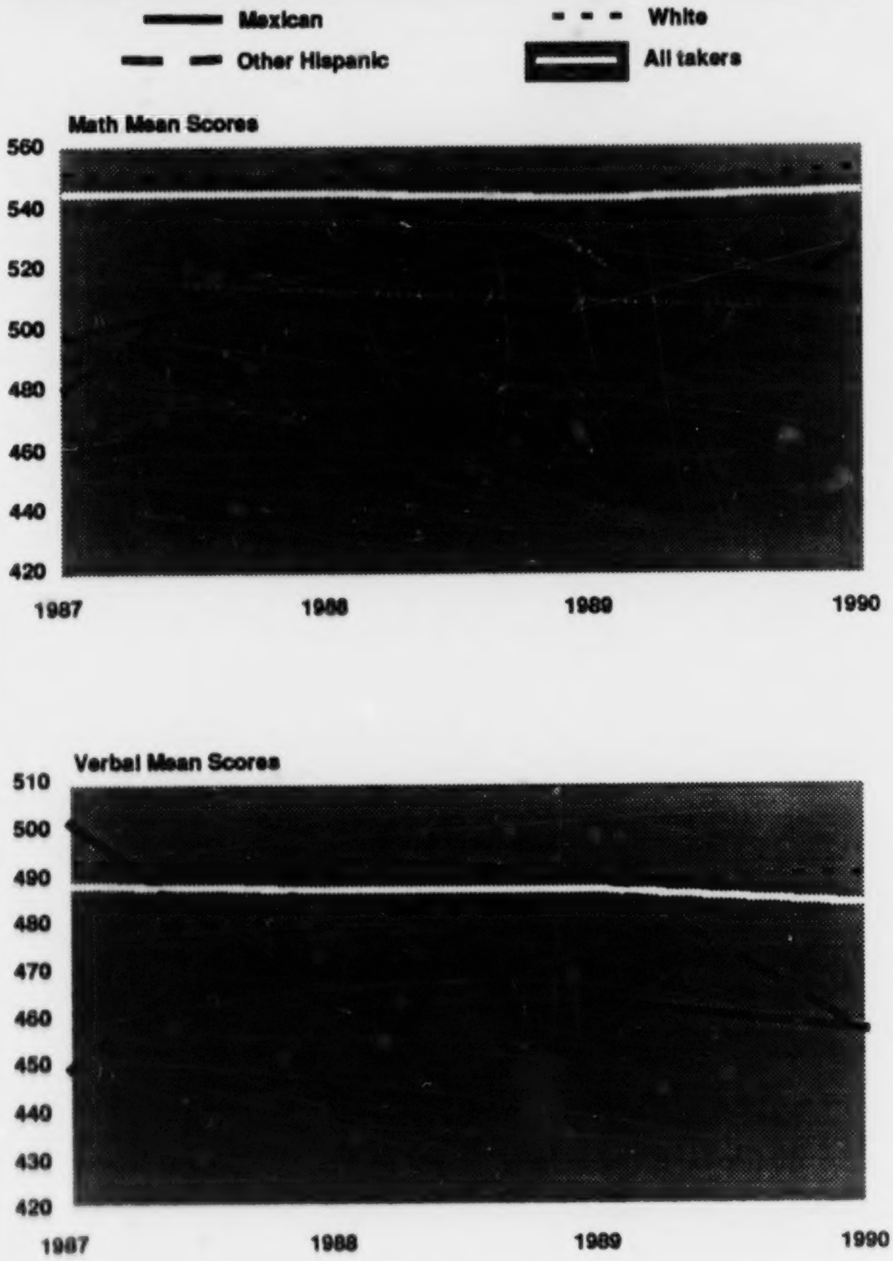
Source: Nebraska Department of Education

Figure II-u
Number of Hispanic SAT Takers by Origin
1987 to 1990



Source: Nebraska Department of Education

Figure II-v
SAT Math and Verbal Mean Scores by Origin
1987 to 1990



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Source: Nebraska Department of Education

OCR Survey

The U.S. Department of Education, Office of Civil Rights conducts biannual elementary and secondary school civil rights surveys of selected school districts in each state. The results of these surveys for Nebraska districts are available for 1980, 1984, 1986, and 1988. The results of the 1990 OCR surveys will be available in the summer of 1992.

There are several criteria for district selection, including all districts under federal court desegregation orders, high interest districts based on reported incidents[*], a random stratified sample of all districts in a state, and a rolling sample of all districts on a six-year basis.

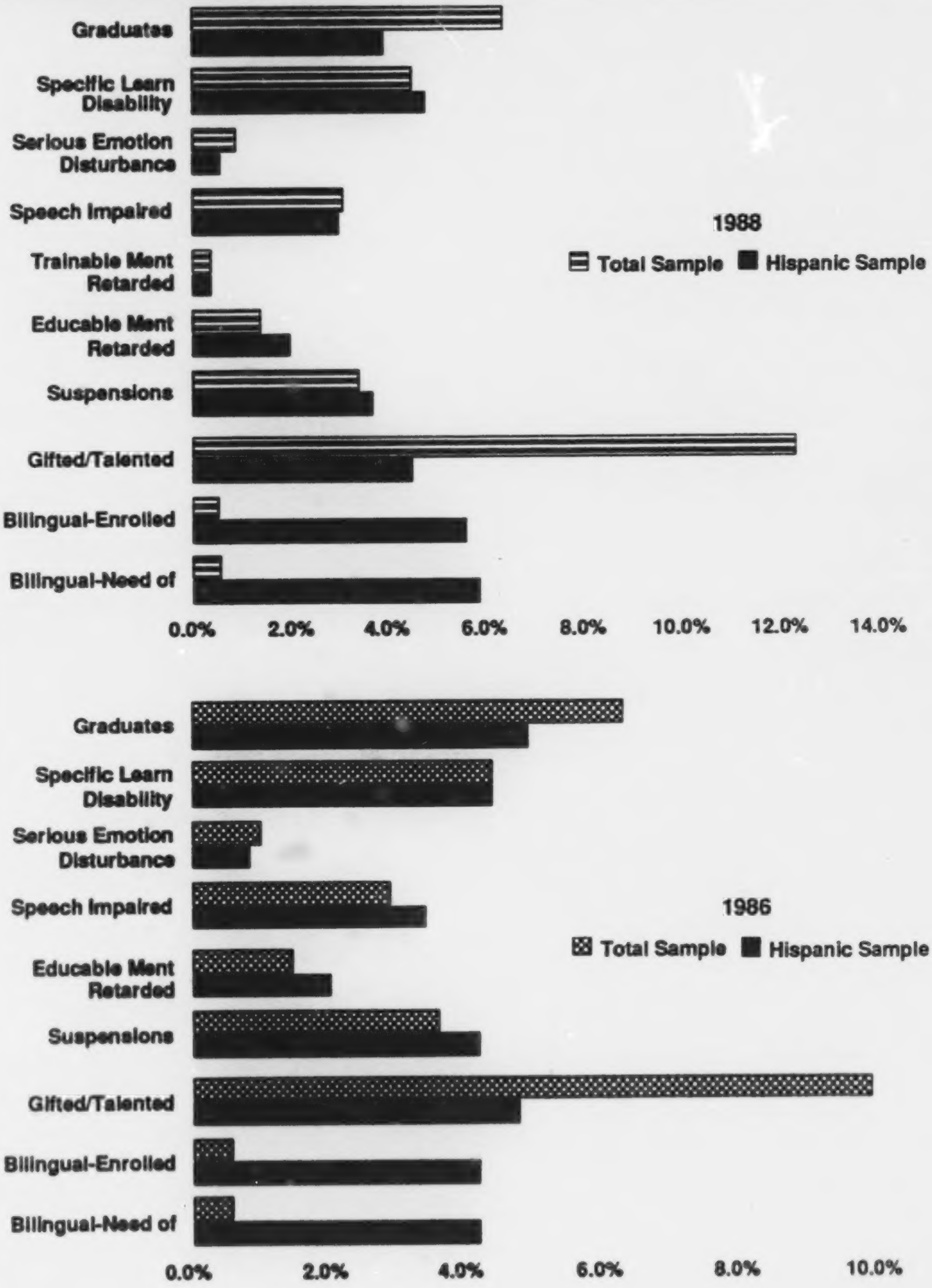
The OCR survey examines several categories of students in each district. The categories include students with specific learning disabilities, gifted and talented students, students enrolled in bilingual programs, and students in need of bilingual programs. Students are reported to be in the various categories by the districts themselves. Figure II-w shows the percent of Hispanic students in Nebraska districts sampled who were reported to be in the various categories compared to the percent of total students sampled who were reported to be in the various categories for each of the survey years.

Three categories stand out in this illustration. A consistently lower percentage of Hispanic students were classified as gifted or talented in each of the survey years, a consistently higher percentage of Hispanic students were reported to have been suspended, and a higher percentage of Hispanic students were enrolled in bilingual programs. For example, in 1988 slightly more than 4 percent of Hispanic students in the survey were reported to be gifted or talented, whereas more than 12 percent of the total students in the survey were reported to be in this category.

[*] According to the Nebraska Department of Education, two Nebraska school districts have had reported incidents relating to discrimination based on national origin since 1979. Those districts are the Mitchell Public Schools (1979) and the South Sioux City Public Schools (1987). A compliance review by OCR found the Mitchell Public Schools not in compliance with Title VI of the Civil Rights Act of 1964 in its identification and assessment of language minority students. The district was ordered to implement new procedures for identifying and assessing language minority students. The South Sioux City Public School system was charged to have subjected non-English speaking students to discriminatory treatment in its educational program (also covered by Title VI). In this case, however, the district was found to be in compliance and no further action was taken.

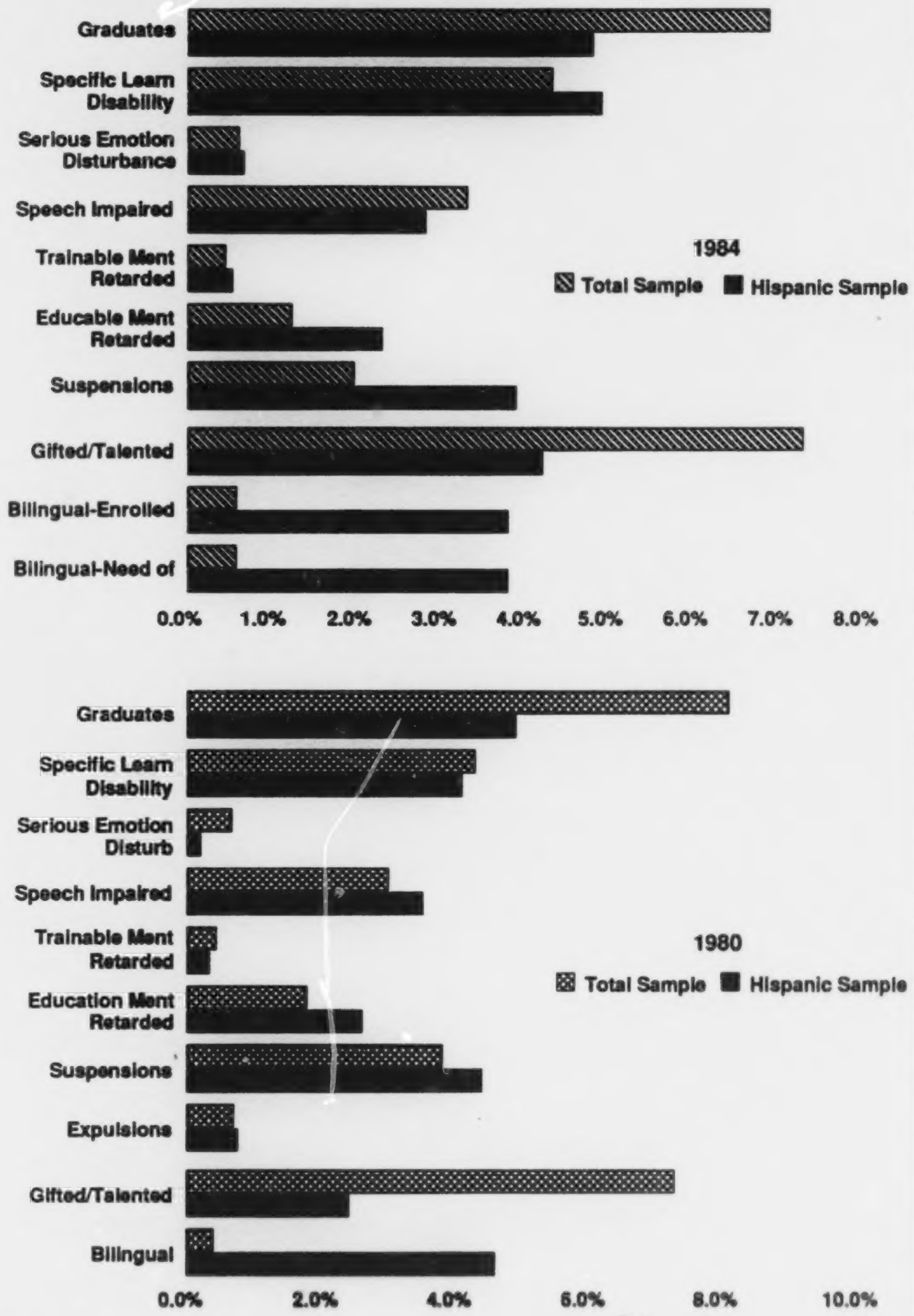
A report by the U.S. General Accounting Office entitled "Within-School Discrimination: Inadequate Title VI Enforcement by the Office for Civil Rights" (July 1991) indicates that there is considerable question as to whether OCR adequately investigates Title VI complaints and whether there exist consistent enforcement criteria. Such a discussion is beyond the scope of this study. Interested parties may wish to contact GAO for a copy of the report.

Figure II-w
Comparison of Hispanic Sample to Total Sample
as Percent of Survey Categories
1980, 1984, 1986, 1988 OCR Surveys



Source: U.S. Department of Education, Office Of Civil Rights

Figure II-w (cont-d)



Source: U.S. Department of Education, Office of Civil Rights

Participation in Adult Basic Education (ABE)

Individuals are eligible to participate in Adult Basic Education (ABE) if they are at least 16 years old, are not currently enrolled in a secondary school, and are functioning at or below the 12th grade level. ABE classes are offered at two levels: Level I grades 0 through 8 and Level II grades 9 through 12. Level I programs take the form of either general adult education or English as a Second Language (ESL). Level II programs are offered in either ESL or ABE/ General Educational Development (ABE/GED). ABE programs are offered in a variety of settings including community colleges and correctional facilities.

Yearly data collection at the state level corresponds to federal government data requirements and, therefore, varies during certain years. GED completion data are not maintained by ethnicity.

Table II-m presents ABE enrollment data from 1980-81 to 1990-91. 94.1 percent of Hispanics participants in ABE who attended at least 12 classroom hours during this period were enrolled at Level I grades 0 through 8. Among individuals who attended less than 12 hours in 1980-81 and from 1986-87 to 1990-91, 93.7 percent were enrolled at Level I.

From 1981-82 to 1984-85 and 1990-91, Level I Hispanic enrollment (at least 12 classroom hours) can be divided further into Level IA (grades 0 through 5) and Level IB (grades 6 through 8). During these years, the majority, 57.6 percent, of Hispanic Level I participants were enrolled in the lower grades.

The English Literacy Program was funded by a special grant in 1989-90 and 1990-91. Table II-n provides Hispanic enrollment in this program. The majority of Hispanic participants in the English Literacy Program were enrolled at Level I.

No further funding is presently available for the English Literacy Program according to the Nebraska Department of Education.

Table II-m
Hispanic Participation in Adult Basic Education (ABE)
1980-81 to 1990-91

	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
12+ hours											
Level I	709	-	-	-	-	928	646	709	1248	744	-
Level IA	na	467	400	428	378	na	na	na	na	na	662
Level IB	na	290	368	388	385	na	na	na	na	na	291
Level II	31	45	50	62	36	35	24	21	89	80	93
Total	740	802	818	878	799	963	670	730	1337	824	1046
<12 hours											
Level I	312	na	na	na	na	na	319	414	670	781	
Level IA											722
Level IB											265
Level II	17	na	na	na	na	na	20	20	33	60	86
Total	329						339	434	703	841	1073

Level I: Grades 0-8
Level IA: Grades 0-4
Level IB: Grades 5-8
Level II: Grades 9-12

Table II-n
Hispanic Participation in ABE English Literacy Program
**1989-90 and 1990-91*

	1989-90	1990-91
12+ hours		
Level I	65	125
Level II	8	6
total	73	131
<12 hours		
Level I	32	83
Level II	5	4
Total	37	87

*a special grant available only in 1989-90 and 1990-91

Source: Nebraska Department of Education

Migrant Education

From 1979-80 to 1990-91 approximately 98.0 percent of students participating in migrant education were Hispanic. Estimates of 1991-92 participation indicate that 85.0 to 90.0 percent were Hispanic. The majority of children served by migrant education programs are ages three to 11.

Services offered to migrant students during the regular school year are based on individual needs assessments. Summer programs are tailored specifically to migrant students. Migrant students enrolled in summer programs attend full-time, often from six a.m. to five p.m. Strong emphasis is placed on language development, writing skills, and health care, but summer programs offer all components of regular school curriculum.

Federal funding to states for migrant education is based on the number of migrant students officially enrolled during one full year. A single year's funds are allocated based on the previous year's enrollment. Funding levels, therefore, often do not meet needs levels, particularly in recent years as expanded recruitment efforts have increased the identification and enrollment of migrant students. The Nebraska Department of Education estimates that by 1993-94, approximately 3,000 students will be eligible for migrant education services. The lack of adequate federal funding is, and by all accounts will remain, an obstacle to fully providing for the educational needs of migrant students.

Table II- shows the trend in yearly funding based on the FTEs of migrant students in Nebraska. FTEs are calculated on the basis of the number of days attended by students during a regular school year or during a summer session. For example, a student attending 90 days during a summer session—a full term—would account for one FTE. Total FTE should not be interpreted as representing the total number of students.

The amount of migrant education funds available per one FTE fell from $630 in 1979-80 to $280 in 1989-90, a decrease of 125.0 percent. The yearly federal allocation to Nebraska for migrant education showed a more variable pattern, but overall funding decreased substantially during the period.

Table II-o
FTEs, Total Federal Allocation, and Allocation per FTE
Migrant Education Programs in Nebraska
1979-80 to 1989-90

	Total FTE	Federal $ Allocated to NE	Adjusted $ per FTE
1979-80	653	439,833	630
1980-81	705	439,833	533
1981-82	627	373,858	463
1982-83	608	353,817	423
1983-84	615	379,901	422
1984-85	563	376,808	423
1985-86	558	363,739	386
1986-87	533	350,354	356
1987-88	486	302,111	329
1988-89	749	390,567	304
1989-90	680	340,406	280

Source: Nebraska Department of Education

Enrollments

Postsecondary fall enrollment figures by ethnicity were collected by the Coordinating Commission for Postsecondary Education biannually through 1990-91 and will be collected annually beginning in 1991-92. The academic years examined for this report are 1982-83, 1984-85, 1986-87, 1988-89, 1990-91, and 1991-92. Hispanic student enrollment will be examined in terms of total numbers and as percentages of total student enrollment.

Detailed fall enrollment totals are provided for the four campuses of the University of Nebraska (UNL, UNO, UNK, UNMC), three state colleges, six regional community colleges, and independent colleges and universities including Creighton University, Nebraska Wesleyan University, College of St. Mary, Bellevue College, Union College, and York College. Hispanic student enrollment figures at the remaining independent institutions will be expressed as a single enrollment total. Private career institution enrollment data are not included here but will be addressed briefly later in this section.

After declining slightly from 999 in 1982-83 to 927 in 1984-85, total Hispanic student enrollment in the state's postsecondary institutions increased steadily between 1986-87 and 1991-92 (Figure III-a). Hispanic fall enrollment totalled 1,596 students in 1991-92, an increase of 59.8 percent over the 1982-83 figure. At the same time total student enrollment increased 19.4 percent.

Corresponding to the rise in total numbers of Hispanic students enrolled in postsecondary institutions was the increased ratio of Hispanic student enrollment to total student enrollment (Figure III-b). In 1982-83, Hispanic students accounted for 1.1 percent of total student enrollment. In 1991-92, Hispanic students accounted for 1.4 percent of total student enrollment, an increase of 27.3 percent. During the entire period, Hispanic student enrollment averaged 1.1 percent of total student enrollment.

The proportion of Hispanic students enrolled in postsecondary institutions in 1991-92 (1.4 percent), however, falls short of the proportion of Hispanics in the total population (2.3 percent) as reported in the 1990 Census of Population by 64.3 percent. Similarly, Hispanics accounted for 1.8 percent of the total population in 1980, while accounting for only 1.1 percent of total postsecondary enrollments in 1982-83, a 63.6 percent difference in representation.

Table III-a provides detailed enrollment figures by institution. Table III-b provides the average ratios of Hispanic student to total student enrollment by institution and the highest and lowest single-year ratios per institution. Figures III-c to III-f illustrate Hispanic enrollment as a percent of total enrollment for the campuses within the University of Nebraska system, the state colleges, community colleges, and independent colleges and universities.

Hispanic student enrollment accounted for an average of 1.1 percent of total student enrollment in the University of Nebraska system (including University of Nebraska-Kearney/Kearney State College) during the years examined. The highest single-year ratio of Hispanic student enrollment to total student enrollment, 1.9 percent, was found at UNMC in 1991-92.

The number of Hispanic students enrolled at the University of Nebraska-Lincoln (UNL) ranged from a low of 184 in 1982-83 to a high of 281 in 1990-91 (Table III-a). Hispanic student enrollment at UNL increased 50.0 percent from 1982-83 to 1991-92 (184 versus 276). The ratio of Hispanic student enrollment to total student enrollment at UNL rose slightly from 0.7 percent in 1982-83 to 1.1 percent in 1991-92, an increase of 57.1 percent (Figure III-c). Hispanic enrollment averaged 0.9 percent of total enrollment at UNL during the years examined.

The number of Hispanic students enrolled at the University of Nebraska at Omaha (UNO) ranged from a low of 166 in 1984-85 to a high of 250 in 1991-92. The ratio of Hispanic student enrollment to total student enrollment at UNO rose from a low of 1.2 percent in 1984-85 to a high of 1.6 percent in 1991-92. The overall increase in the ratio of Hispanic student enrollment to total student enrollment at UNO from 1982-83 to 1991-92 was 23.1 percent. Hispanic student enrollment averaged 1.4 percent of total student enrollment at UNO.

Hispanic student enrollment at the University of Nebraska Medical Center (UNMC) increased fairly steadily during the years examined. Twenty-five Hispanic students were enrolled in UNMC in 1982-83. In 1991-92, this figure had doubled to 50 Hispanic students. From 1982-83 to 1991-92, UNMC registered an overall increase in the ratio of Hispanic enrollments to total enrollments of 90.0 percent (from 1.0 percent to 1.9 percent) and had the highest single year Hispanic student ratio of the four campuses at 1.9 percent in 1991-92 .

Hispanic student enrollment at the University of Nebraska at Kearney/Kearney State College (UNK-KSC) varied considerably during the years examined. For example, in 1986-87 there were 16 Hispanic students enrolled down from 27 in 1984-85. In 1988-89, there were 57 Hispanic students enrolled, a difference of 256.3 percent over 1986-87 enrollment. Between 1988-89 and 1990-91 the number of Hispanic student enrolled again increased considerably from 57 to 91 students. The ratio of Hispanic student enrollment to total student enrollment at UNK-KSC ranged from a low of 0.2 percent in 1986-87 to a high of 1.1 percent in 1991-92. Hispanic student enrollment averaged 0.6 percent of total student enrollment at UNK-KSC during the years examined.

The state colleges had smaller ratios of Hispanic student enrollment to total student enrollment than did the university system. Hispanics accounted for an average 0.4 percent of total enrollment in the state college system (excluding UNK-KSC) during the years examined (Figure III-d).

Figure III-d illustrates the considerable increase in the ratio of Hispanic student enrollment to total student enrollment at Chadron State College from 1990-91 to 1991-92. The number of Hispanic students enrolled at Chadron State College ranged from a low of four students in 1990-91 to a high of 33 in 1991-92—more than an eightfold increase in just one year. Hispanic student enrollment averaged 0.5 percent of total student enrollment at Chadron State College during the years examined.

In most of the years examined, there were fewer than ten Hispanic students enrolled at either Peru State College or Wayne State College. The peak year for Hispanic enrollment at Peru State College was 1986-87, when a total of 15 Hispanic students were enrolled. The peak year at Wayne State College was 1991-92, when18 Hispanic students were enrolled. Hispanic students accounted for an average of 0.3 percent of total enrollment at Wayne State College and 0.5 percent of enrollment at Peru State College.

The number of Hispanic students enrolled in the technical community college system ranged from an average of 140 students per year at Metropolitan Technical Community College to an average of five students per year at Northeast Community College. The number of Hispanic students enrolled per year averaged 97 at Western Community College, 65 at Central Community College, 40 at Southeast Community College, and 37 at Mid Plains Community College. The highest number of Hispanic students enrolled in any of the community colleges was 230 at Metropolitan in 1991-92.

Hispanic student enrollment averaged 1.6 percent of total student enrollment in the community college system during the years examined. Within the system, however, Hispanic student enrollment ratios showed considerable variation (Figure III-e). Average Hispanic student enrollment ratios during the six year period ranged from 4.8 percent at Western Community College to 0.2 percent at Northeast Community College. Western Community College had the highest average Hispanic student enrollment ratio and the highest single year ratio (6.3 percent) among all postsecondary institutions in the state, and Northeast Community College had both the lowest average ratio and the lowest single year ratio (0.0 percent) (Table III-b).

Hispanic student enrollment at the independent colleges and universities averaged 1.4 percent of total student enrollment during the years examined (Table III-b). Bellevue College and Creighton University had the highest average proportion of Hispanic students among the independents at 2.5 percent. The ratio at Bellevue College, however, has shown a significant decrease over the period. In 1982-83, there were 107 Hispanic students enrolled in Bellevue College, accounting for 3.9 percent of total enrollment (Figure III-f). By 1991-92, only 42 Hispanic students were enrolled, accounting for 1.8 percent of total enrollment, a decrease of 116.7 percent in representation and 155.0 percent in number.

Hispanic student enrollment at Creighton University ranged from a low of 2.1 percent of total student enrollment in 1984-85 to a high of 2.8 percent in 1990-91. Hispanic enrollment ranged from a low of 125 in 1984-85 to a high of 174 in 1990-91. There was an average of 147 Hispanic students enrolled at Creighton during the years examined.

Hispanic student enrollment at Union College averaged 2.2 percent of total student enrollment and 16 students per year. The peak year for Hispanic student enrollment at Union College was 1982-83 when 20 Hispanic students were enrolled. Hispanic enrollment dropped to 12 students in 1991-92.

Hispanic student enrollment ratios at College of St. Mary remained fairly constant during the years examined, ranging from a low of 0.9 percent in 1986-87 to a high of 1.2 percent in 1991-92 (Figure III-f). Hispanic enrollment at College of St. Mary averaged 1.0 percent of total enrollment with an average of 12 Hispanic students enrolled during the years examined.

Hispanic student enrollment at Nebraska Wesleyan University averaged 0.6 percent of total student enrollment. The ratio jumped 150.0 percent from 0.4 percent in 1982-83 to 1.0 percent in 1991-92 and ranged from a low of 0.2 percent in 1984-85 to a high of 1.1 percent in 1990-91. Hispanic enrollment at Nebraska Wesleyan doubled, from nine to 18, between 1988-89 and 1990-91. There was an average of nine Hispanic students enrolled during the years examined.

Five Hispanic students per year were enrolled on average at York College. Hispanic student enrollment averaged 1.6 percent of the total student enrollment during the years examined. The Hispanic student enrollment ratio at York College reached a peak of 2.8 percent in 1986-87, which was also the peak year for the number (ten) of Hispanic students enrolled at the college.

The number of Hispanic students enrolled at the other independent colleges and universities (see footnote in Table III-a for list of institutions in this category) averaged 32 per year (based on a combined enrollment total), and Hispanic students accounted for an average of 0.7 percent of the total student population in these institutions.

Only limited data exist on Hispanic student enrollment at private career institutions. For example, in 1989-90 1.1 percent of the 9,240 students enrolled in these institutions were reported to be Hispanic. 38.8 percent of all students enrolled in these institutions did not report their ethnic category, however, so it is difficult to assess accurately the participation rate of Hispanics in these institutions.

Figure III-a
Trend in Numbers of Hispanics Enrolled in Postsecondary Institutions
1982-83 to 1990-91 (biannual), 1991-92

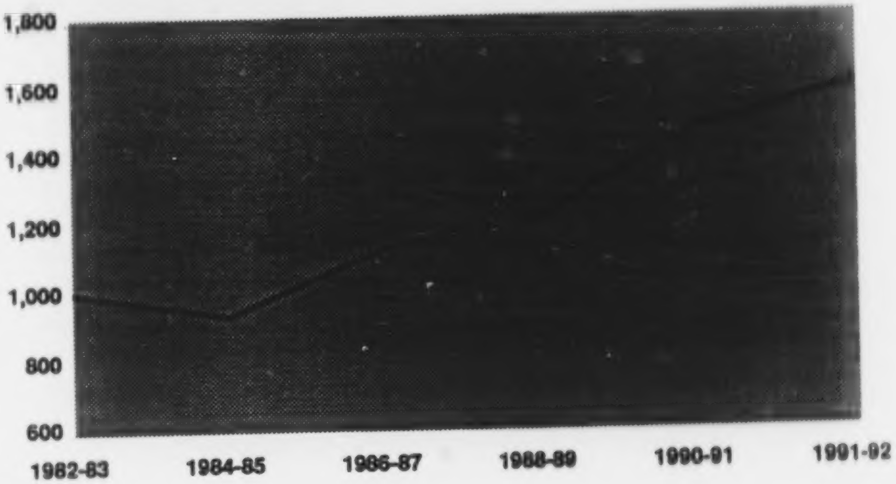
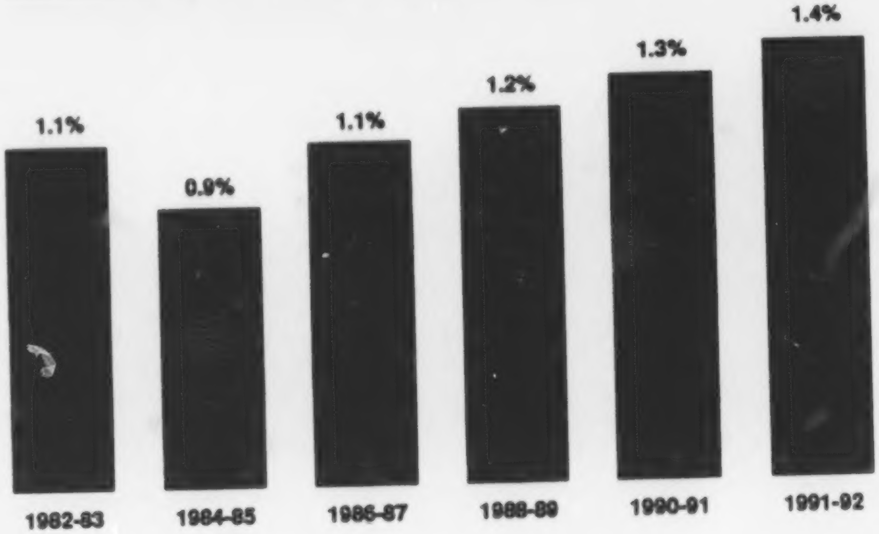


Figure III-b
Hispanic Student Enrollment as a Percent of Total Student Enrollment
1982-83 to 1990-91 (biannual), 1991-92



Source: Nebraska Coordinating Commission for Postsecondary Education

Table III-a
Hispanic Student and Total Student Postsecondary Fall Enrollment
1982-83 to 1990-1991 (biannual), 1991-1992

	Hispanic Enrollment			Total Enrollment			Hispanic Percent of Total		
	male	female	all	male	female	all	male	female	all
University of Nebraska-Lincoln									
1982-83	101	83	184	14,343	10,732	25,075	0.7%	0.8%	0.7%
1984-85	127	96	223	13,738	10,490	24,228	0.9%	0.9%	0.9%
1986-87	119	93	212	13,205	10,694	23,899	0.9%	0.9%	0.9%
1988-89	120	105	225	13,058	10,927	23,985	0.9%	1.0%	0.9%
1990-91	149	132	281	13,367	11,231	24,598	1.1%	1.2%	1.1%
1991-92	147	129	276	13,424	11,379	24,803	1.1%	1.1%	1.1%
University of Nebraska at Omaha									
1982-83	91	85	176	6,714	7,310	14,024	1.4%	1.2%	1.3%
1984-85	87	79	166	6,744	7,293	14,037	1.3%	1.1%	1.2%
1986-87	88	107	195	6,450	7,457	13,907	1.4%	1.4%	1.4%
1988-89	107	108	215	6,943	8,042	14,985	1.5%	1.3%	1.4%
1990-91	107	138	245	7,258	8,553	15,811	1.5%	1.6%	1.5%
1991-92	107	143	250	7,372	8,614	15,986	1.5%	1.7%	1.6%
University of Nebraska Medical Center									
1982-83	15	10	25	1,149	1,415	2,564	1.3%	0.7%	1.0%
1984-85	15	14	29	1,079	1,416	2,495	1.4%	1.0%	1.2%
1986-87	14	12	26	970	1,218	2,188	1.4%	1.0%	1.2%
1988-89	22	14	36	965	1,314	2,279	2.3%	1.1%	1.6%
1990-91	24	16	40	970	1,474	2,444	2.5%	1.1%	1.6%
1991-92	29	21	50	995	1,636	2,631	2.9%	1.3%	1.9%
University of Nebraska at Kearney/Kearney State College									
1982-83	17	15	32	3,011	4,265	7,276	0.6%	0.4%	0.4%
1984-85	17	10	27	3,264	4,771	8,035	0.5%	0.2%	0.3%
1986-87	6	10	16	3,643	5,173	8,816	0.2%	0.2%	0.2%
1988-89	30	27	57	3,752	5,342	9,094	0.8%	0.5%	0.6%
1990-91	47	44	91	3,975	5,924	9,899	1.2%	0.7%	0.9%
1991-92	50	43	93	3,662	4,911	8,573	1.4%	0.9%	1.1%
Chadron State College									
1982-83	5	3	8	829	1,084	1,913	0.6%	0.3%	0.4%
1984-85	8	4	12	899	1,206	2,105	0.9%	0.3%	0.6%
1986-87	4	4	8	928	1,272	2,200	0.4%	0.3%	0.4%
1988-89	1	4	5	963	1,487	2,450	0.1%	0.3%	0.2%
1990-91	2	2	4	1,080	1,985	3,065	0.2%	0.1%	0.1%
1991-92	18	15	33	1,241	2,172	3,413	1.5%	0.7%	1.0%
Wayne State College									
1982-83	3	1	4	1,003	1,318	2,321	0.3%	0.1%	0.2%
1984-85	3	3	6	1,106	1,691	2,797	0.3%	0.2%	0.2%
1986-87	7	5	12	1,260	1,659	2,919	0.6%	0.3%	0.4%
1988-89	3	2	5	1,197	1,677	2,874	0.3%	0.1%	0.2%
1990-91	4	3	7	1,421	2,091	3,512	0.3%	0.1%	0.2%
1991-92	12	6	18	1,555	2,370	3,925	0.8%	0.3%	0.5%
Peru State College									
1982-83	3	1	4	386	540	926	0.8%	0.2%	0.4%
1984-85	4	1	5	561	688	1,249	0.7%	0.1%	0.4%
1986-87	7	8	15	672	683	1,355	1.0%	1.2%	1.1%
1988-89	2	4	6	695	746	1,441	0.3%	0.5%	0.4%
1990-91	3	2	5	719	807	1,526	0.4%	0.2%	0.3%
1991-92	7	0	7	716	842	1,558	1.0%	0.0%	0.4%

Table III-a continued

	Hispanic Enrollment			Total Enrollment			Hispanic Percent of Total		
	male	female	all	male	female	all	male	female	all
Central Community College									
1982-83	17	15	32	2,762	2,647	5,409	0.6%	0.6%	0.6%
1984-85	18	23	41	3,398	4,811	8,209	0.5%	0.5%	0.5%
1986-87	22	32	54	3,555	5,241	8,796	0.6%	0.6%	0.6%
1988-89	22	43	65	3,896	5,780	9,676	0.6%	0.7%	0.7%
1990-91	34	63	97	4,376	6,539	10,915	0.8%	1.0%	0.9%
1991-92	40	61	101	3,775	6,196	9,971	1.1%	1.0%	1.0%
Metropolitan Technical Community College									
1982-83	49	58	107	3,130	3,502	6,632	1.6%	1.7%	1.6%
1984-85	27	34	61	2,647	3,371	6,018	1.0%	1.0%	1.0%
1986-87	55	54	109	2,886	3,949	6,835	1.9%	1.4%	1.6%
1988-89	56	87	143	2,632	3,997	6,629	2.1%	2.2%	2.2%
1990-91	89	101	190	3,319	5,201	8,520	2.7%	1.9%	2.2%
1991-92	95	135	230	3,800	5,773	9,573	2.5%	2.3%	2.4%
Mid Plains Community College									
1982-83	13	5	18	1,259	1,211	2,470	1.0%	0.4%	0.7%
1984-85	22	11	33	1,213	1,284	2,497	1.8%	0.9%	1.3%
1986-87	18	21	39	1,260	1,670	2,930	1.4%	1.3%	1.3%
1988-89	16	22	38	1,202	1,703	2,905	1.3%	1.3%	1.3%
1990-91	21	26	47	1,130	1,761	2,891	1.9%	1.5%	1.6%
1991-92	19	25	44	1,157	1,723	2,880	1.6%	1.5%	1.5%
Northeast Community College									
1982-83	2	0	2	963	723	1,686	0.2%	0.0%	0.1%
1984-85	0	0	0	1,521	777	2,298	0.0%	0.0%	0.0%
1986-87	10	2	12	1,502	890	2,392	0.7%	0.2%	0.5%
1988-89	3	2	5	1,558	1,129	2,687	0.2%	0.2%	0.2%
1990-91	2	2	4	1,589	1,226	2,815	0.1%	0.2%	0.1%
1991-92	5	2	7	1,785	1,387	3,172	0.3%	0.1%	0.2%
Southeast Community College									
1982-83	18	21	39	2,958	2,601	5,559	0.6%	0.8%	0.7%
1984-85	13	15	28	2,887	2,341	5,228	0.5%	0.6%	0.5%
1986-87	28	13	41	2,722	2,696	5,418	1.0%	0.5%	0.8%
1988-89	15	28	43	2,895	2,966	5,861	0.5%	0.9%	0.7%
1990-91	25	26	51	2,932	3,385	6,317	0.9%	0.8%	0.8%
1991-92	20	17	37	2,887	2,952	5,839	0.7%	0.6%	0.6%
Western Nebraska Community College									
1982-83	35	32	67	825	883	1,708	4.2%	3.6%	3.9%
1984-85	36	32	68	604	876	1,480	6.0%	3.7%	4.6%
1986-87	46	66	112	1,138	1,267	2,405	4.0%	5.2%	4.7%
1988-89	52	54	106	1,065	1,443	2,508	4.9%	3.7%	4.2%
1990-91	32	61	93	737	1,203	1,940	4.3%	5.1%	4.8%
1991-92	59	78	137	844	1,338	2,182	7.0%	5.8%	6.3%
Creighton University									
1982-83	95	41	136	3,225	2,457	5,682	2.9%	1.7%	2.4%
1984-85	81	44	125	3,236	2,677	5,913	2.5%	1.6%	2.1%
1986-87	76	54	130	3,188	2,715	5,903	2.4%	2.0%	2.2%
1988-89	94	58	152	3,109	2,849	5,958	3.0%	2.0%	2.6%
1990-91	97	77	174	3,070	3,098	6,168	3.2%	2.5%	2.8%
1991-92	86	78	164	2,985	3,155	6,140	2.9%	2.5%	2.7%

Table III-a continued

	Hispanic Enrollment			Total Enrollment			Hispanic Percent of Total		
	male	female	all	male	female	all	male	female	all
Bellevue College									
1982-83	43	64	107	1,285	1,431	2,716	3.3%	4.5%	3.9%
1984-85	28	24	52	1,244	1,360	2,604	2.3%	1.8%	2.0%
1986-87	32	24	56	957	1,239	2,196	3.3%	1.9%	2.6%
1988-89	21	17	38	814	1,048	1,862	2.6%	1.6%	2.0%
1990-91	33	22	55	953	1,095	2,048	3.5%	2.0%	2.7%
1991-92	20	22	42	1,022	1,257	2,279	2.0%	1.8%	1.8%
Nebraska Wesleyan University									
1982-83	2	3	5	533	646	1,179	0.4%	0.5%	0.4%
1984-85	1	2	3	614	706	1,320	0.2%	0.3%	0.2%
1986-87	2	4	6	554	757	1,311	0.4%	0.5%	0.5%
1988-89	2	7	9	650	877	1,527	0.3%	0.8%	0.6%
1990-91	10	8	18	724	967	1,691	1.4%	0.8%	1.1%
1991-92	6	11	17	683	976	1,659	0.9%	1.1%	1.0%
College of Saint Mary									
1982-83	1	10	11	191	950	1,141	0.5%	1.1%	1.0%
1984-85	3	7	10	171	884	1,055	1.8%	0.8%	0.9%
1986-87	3	9	12	199	1,077	1,276	1.5%	0.8%	0.9%
1988-89	5	8	13	147	986	1,133	3.4%	0.8%	1.1%
1990-91	2	11	13	124	1,156	1,280	1.6%	1.0%	1.0%
1991-92	3	12	15	162	1,142	1,304	1.9%	1.1%	1.2%
Union College									
1982-83	8	12	20	455	569	1,024	1.8%	2.1%	2.0%
1984-85	10	9	19	394	478	872	2.5%	1.9%	2.2%
1986-87	4	10	14	306	325	631	1.3%	3.1%	2.2%
1988-89	9	9	18	278	337	615	3.2%	2.7%	2.9%
1990-91	6	5	11	285	332	617	2.1%	1.5%	1.8%
1991-92	4	8	12	256	335	591	1.6%	2.4%	2.0%
York College									
1982-83	3	2	5	210	246	456	1.4%	0.8%	1.1%
1984-85	3	2	5	192	203	395	1.6%	1.0%	1.3%
1986-87	5	5	10	160	192	352	3.1%	2.6%	2.8%
1988-89	2	1	3	142	134	276	1.4%	0.7%	1.1%
1990-91	4	1	5	169	168	337	2.4%	0.6%	1.5%
1991-92	5	0	5	157	159	316	3.2%	0.0%	1.6%
***Other Independent Colleges & Universities**									
1982-83	11	6	17	2,071	2,602	4,673	0.5%	0.2%	0.4%
1984-85	2	12	14	2,121	2,958	5,079	0.1%	0.4%	0.3%
1986-87	15	32	47	1,889	2,783	4,672	0.8%	1.1%	1.0%
1988-89	19	16	35	2,049	3,019	5,068	0.9%	0.5%	0.7%
1990-91	21	18	39	2,354	3,773	6,127	0.9%	0.5%	0.6%
1991-92	29	29	58	2,119	3,557	5,676	1.4%	0.8%	1.0%

*combined total enrollments of the following postsecondary institutions:

Bishop Clarkson
Concordia College
Dana College
Doane College
Grace College of the Bible
Hastings College
Midland Lutheran College
Nebraska Christian College
Nebraska Indian Comm College
Nebraska Methodist College of Nursing
Platte Valley Bible College

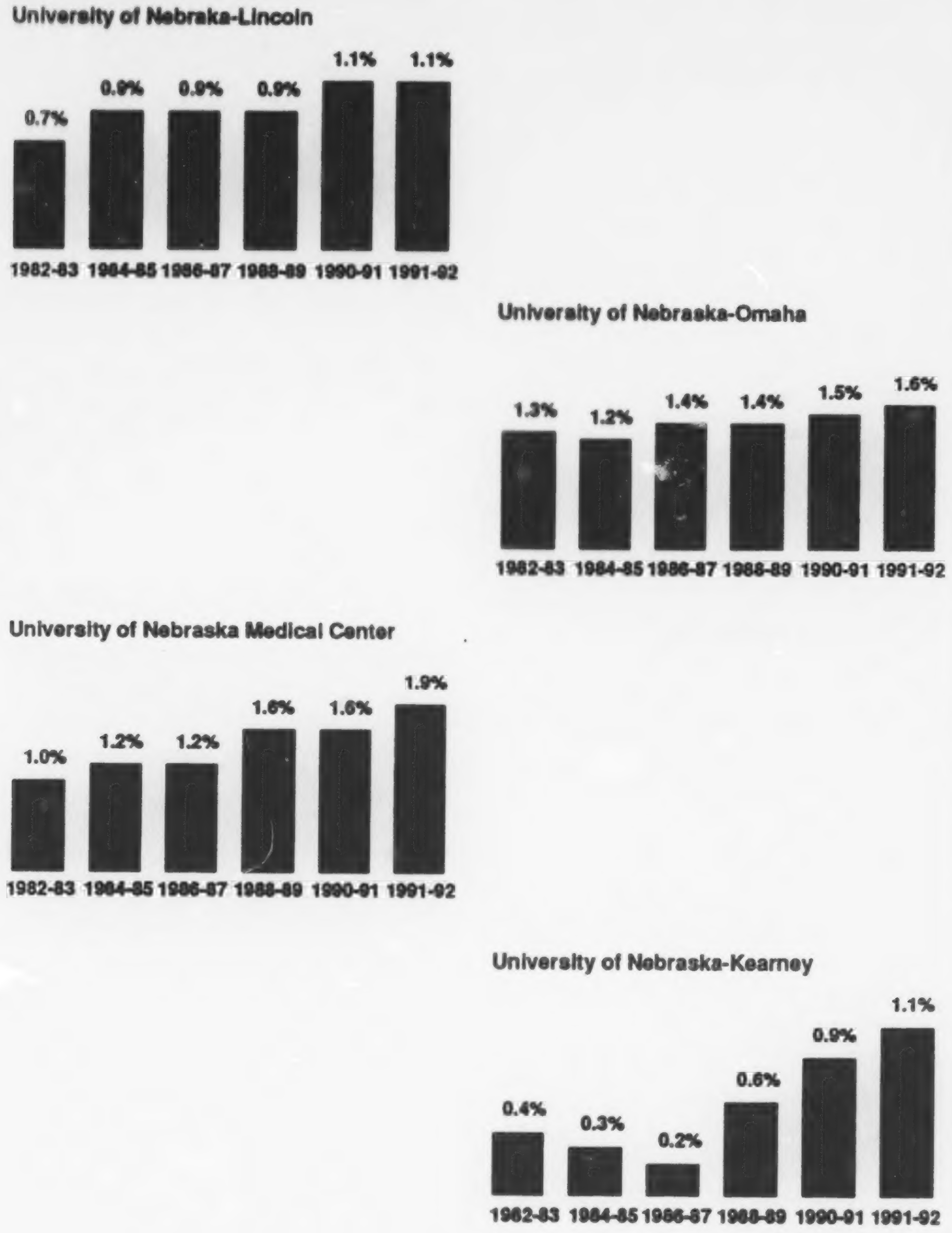
Source: Nebraska Coordinating Commission for Postsecondary Education

Table III-b
Average Enrollment Ratio by Institution
Single-year High and Low Ratios
1982-83 to 1990-91 (biannual), 1991-92

	ave ratio	high	year(s) high	low	year(s) low
University of Nebraska					
UNL	0.9%	1.1%	1990-91,91-92	0.7%	1982-83
UNO	1.4%	1.6%	1991-92	1.2%	1984-85
UNK-KSC	0.6%	1.1%	1991-92	0.2%	1986-87
UNMC	1.4%	1.9%	1991-92	1.0%	1982-83
Group average		1.1%			
State Colleges					
Chadron	0.5%	1.0%	1991-92	0.1%	1990-91
Wayne	0.3%	0.5%	1991-92	0.2%	1982-83,84-85,88-89,90-91
Peru	0.5%	1.1%	1986-87	0.5%	1982-83,84-85,88-89,91-92
Group average		0.4%			
Community Colleges					
Central	0.7%	1.0%	1991-92	0.5%	1984-85
Metro	1.8%	2.4%	1991-92	1.0%	1984-85
Mid Plains	1.3%	1.6%	1990-91	0.7%	1982-83
Northeast	0.2%	0.5%	1986-87	0.0%	1984-85
Southeast	0.7%	0.8%	1986-87,90-91	0.5%	1984-85
Western	4.8%	6.3%	1991-92	3.9%	1982-83
Group average		1.6%			
Independent Colleges and Universities					
Creighton	2.5%	2.8%	1990-91	2.1%	1984-85
Bellevue	2.5%	3.9%	1982-83	1.8%	1991-92
Wesleyan	0.6%	1.1%	1990-91	0.2%	1984-85
Saint Mary	1.0%	1.2%	1991-92	0.9%	1984-85,86-87
Union	2.2%	2.9%	1988-89	1.8%	1990-91
York	1.6%	2.8%	1986-87	1.1%	1982-83,88-89
Other	0.7%	1.0%	1986-87,91-92	0.3%	1984-85
Group average		1.4%			

Source: Nebraska Coordinating Commission for Postsecondary Education

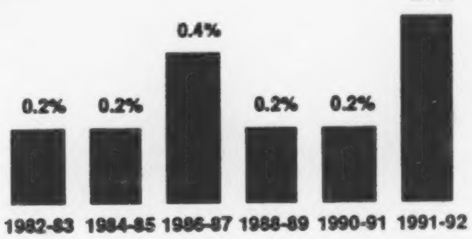
Figure III-c
Hispanic Student Enrollment as Percent of Total Student Enrollment
University of Nebraska
1982-83 to 1990-91 (biannual),1991-92



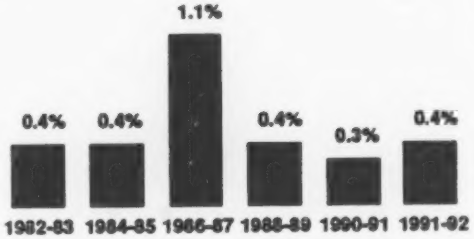
Source: Nebraska Coordinating Commission for Postsecondary Education

Figure III-d
Hispanic Student Enrollment as Percent of Total Student Enrollment
State Colleges
1982-83 to 1990-91 (biannual),1991-92

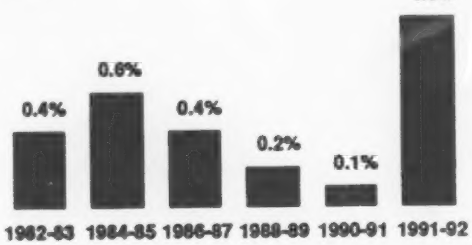
Wayne State College



Peru State College

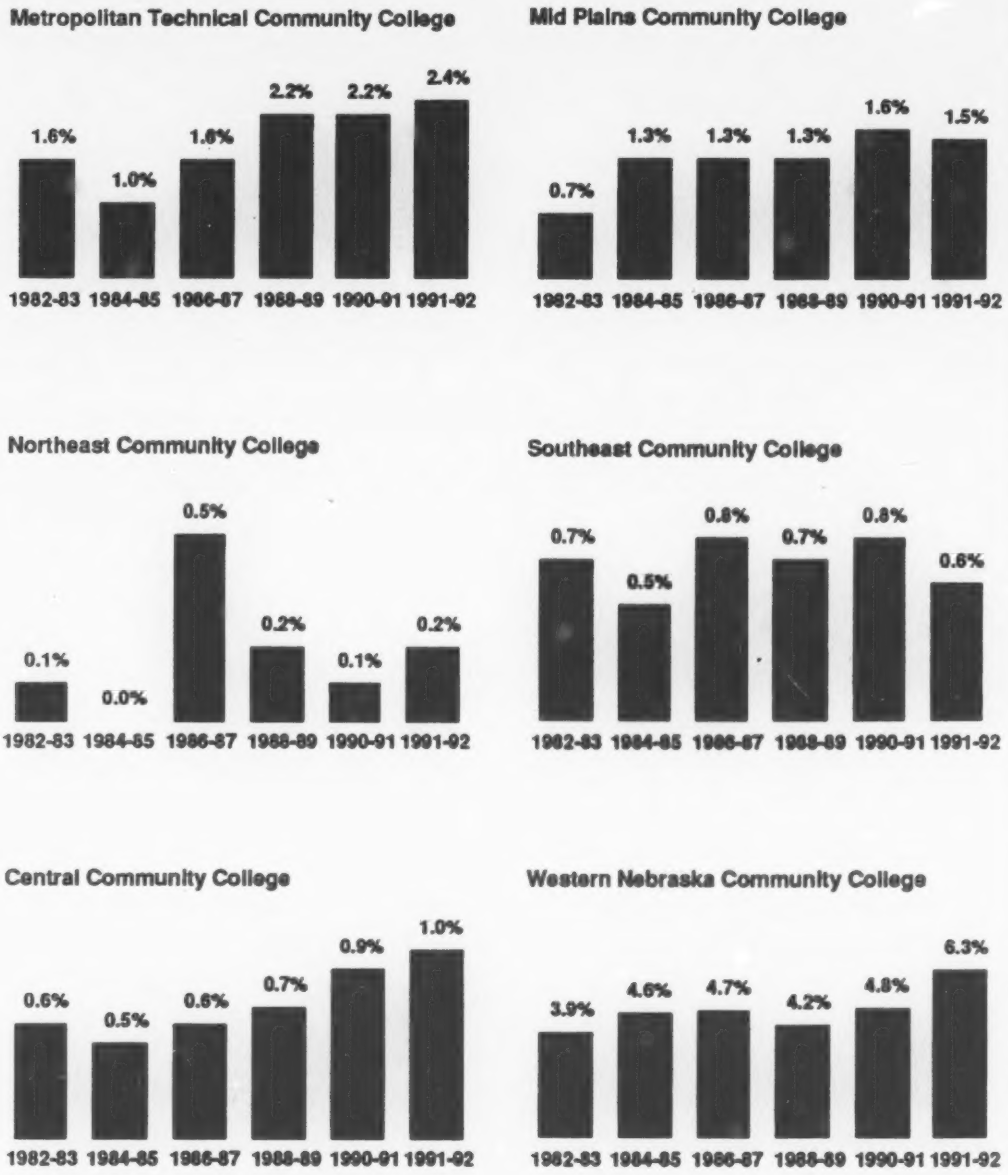


Chadron State College



Source: Nebraska Coordinating Commission for Postsecondary Education

Figure III-e
Hispanic Student Enrollment as Percent of Total Student Enrollment
Community Colleges
1982-83 to 1990-91 (biannual), 1991-92



Metropolitan Technical Community College

Mid Plains Community College

Northeast Community College

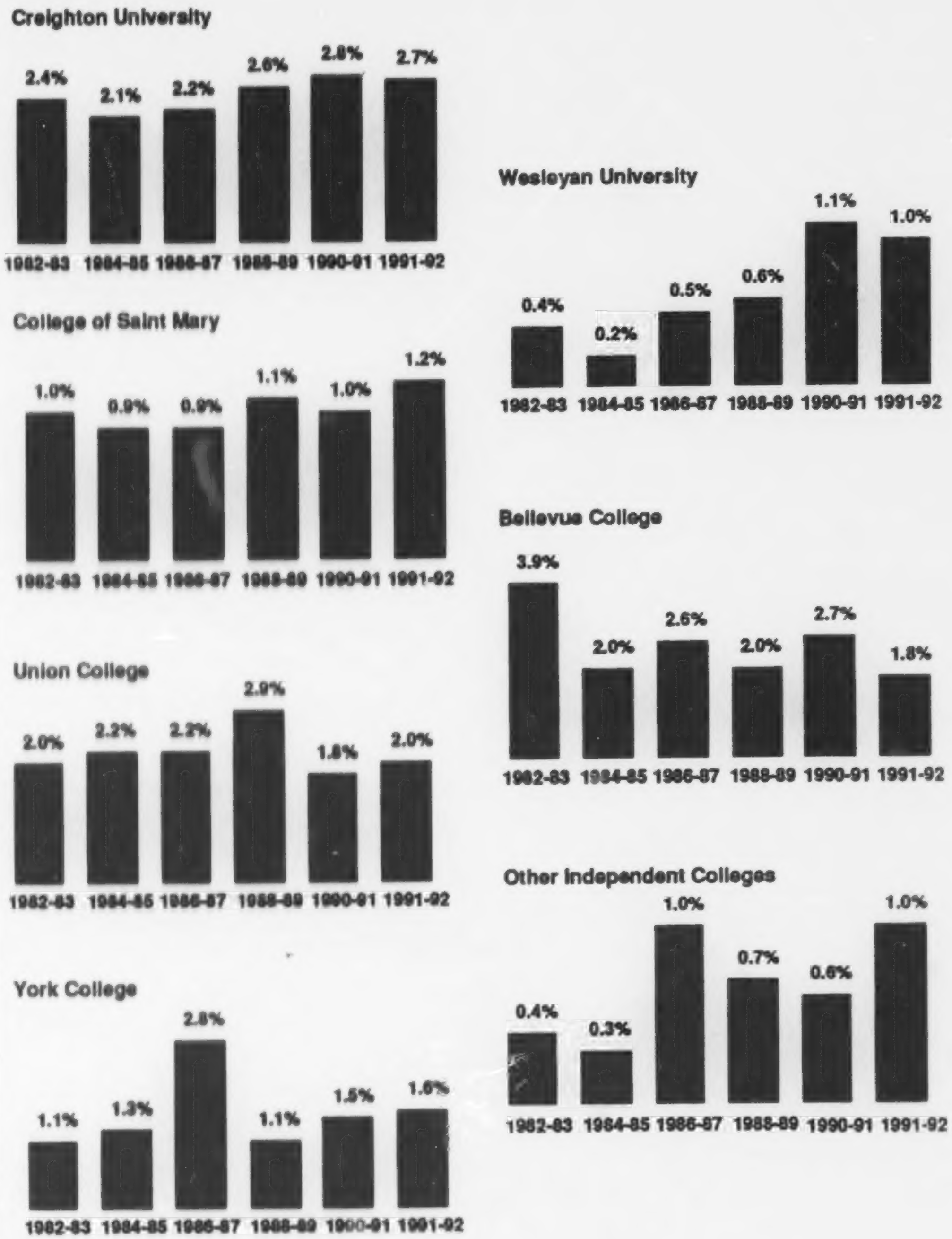
Southeast Community College

Central Community College

Western Nebraska Community College

Source: Nebraska Coordinating Commission for Postsecondary Education

Figure III-f
Hispanic Student Enrollment as Percent of Total Student Enrollment
Independent Colleges and Universities
1982-83 to 1990-91 (biannual), 1991-92



Source: Nebraska Coordinating Commission for Postsecondary Education

Completions

Data on degrees awarded in Nebraska's postsecondary institutions were collected biannually through 1988-89 and annually since 1989-90. The focus in this report will be 1982-83, 1984-85, 1986-87, 1988-89, 1989-90, and 1990-91 as taken from the Integrated Postsecondary Information Data System (IPEDS). (The data do not include degrees awarded at private career institutions.)

Nine hundred eighty postsecondary degrees were awarded to Hispanic students during the years examined. The majority, 46.8 percent, were bachelor's degrees, 16.7 percent were associates degrees and 11.0 percent were first professional degrees in medicine, law, or dentistry (Figure III-g). Master's degrees and doctorate degrees comprised 10.0 percent and 2.1 percent, respectively, of the total number of degrees awarded to Hispanic students.

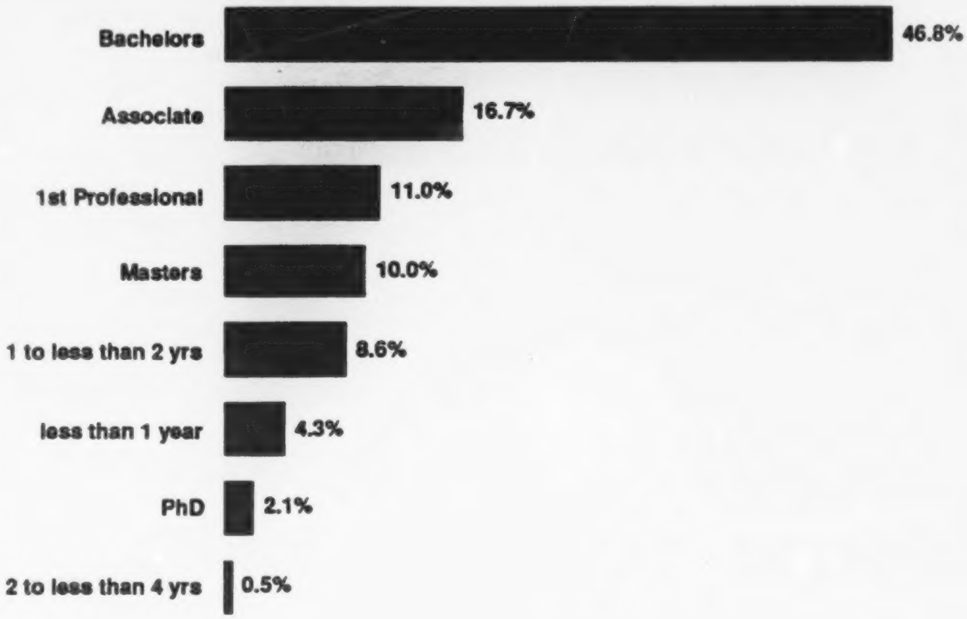
Figure III-h lists the frequency of degrees awarded to Hispanic students by field of study. (See Appendix Table III-c for detailed data on degrees by field of study and institution.) Degrees were awarded to Hispanic students most frequently in the fields of business and management (12.8 percent), liberal/general studies (8.0 percent), and education (7.8 percent). (Degrees in business and education are the first and third most frequently awarded degrees to all students in the state's colleges and universities.)

The University of Nebraska-Lincoln awarded the highest number of degrees, of the institutions who reported Hispanic degrees during any of the years examined (Table III-d). Of 980 total degrees, 198, or 20.2 percent, were awarded at UNL. Three institutions (UNL, Creighton University, and UNO) accounted for more than 50.0 percent of the total degrees awarded to Hispanic students during the years examined.

The institutions in the University of Nebraska system (UNL, UNO, UNMC, UNK-KSC) awarded 43.1 percent of Hispanic degrees, while the state colleges (Chadron, Peru, Wayne) accounted for 2.7 percent (26 total degrees). The technical community colleges awarded 269 degrees to Hispanics during the years examined, accounting for 27.4 percent of the total. There were no degrees awarded to Hispanic students at Northeast Community College during the years examined.

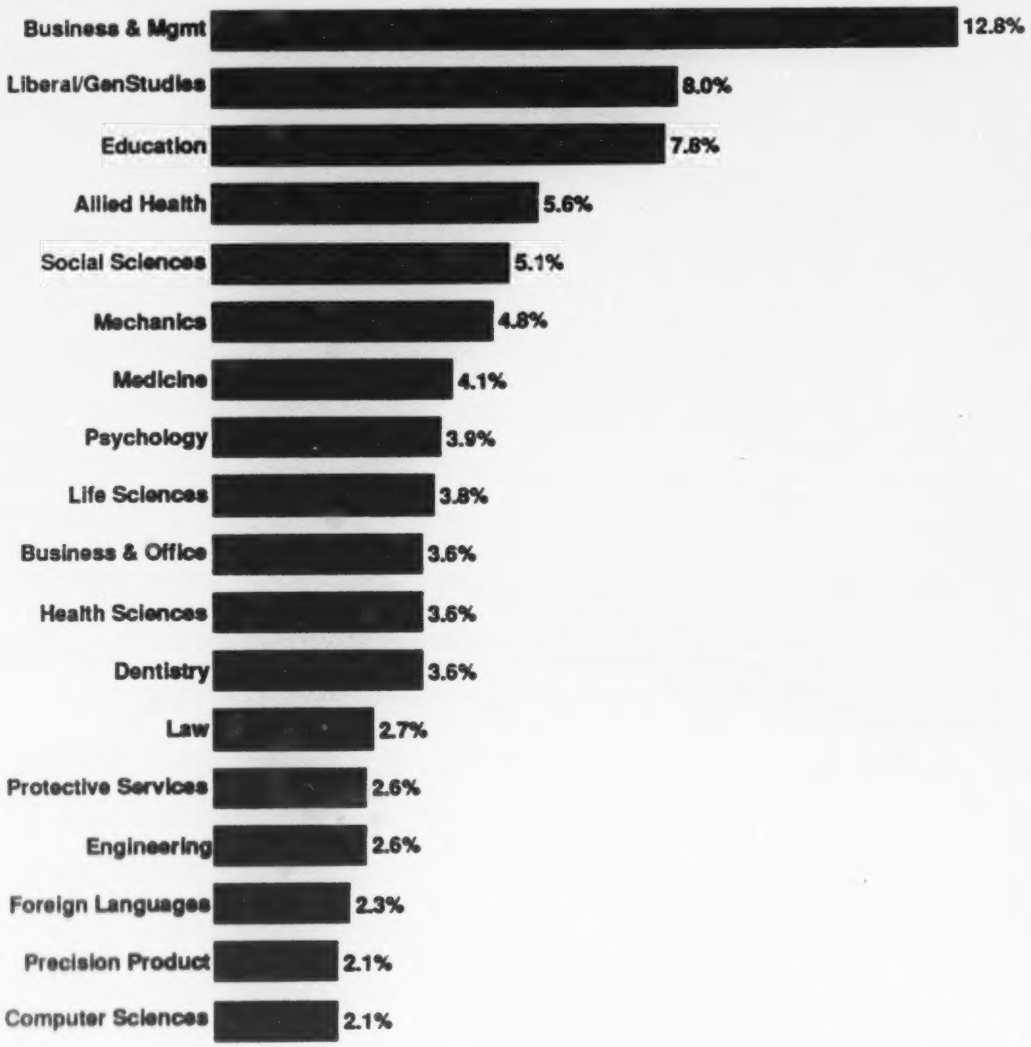
The independent colleges and universities, including Creighton University, awarded 26.8 percent of the total number of degrees awarded to Hispanic students. Creighton University accounted for 68.1 percent of the degrees awarded at the independent institutions. Bellevue College ranked second, awarding 11.4 percent of these degrees.

Figure III-g
Percent of Total Degrees Awarded by Level
1982-83 to 1988-89 (biannual), 1989-90, 1990-91



Source: Integrated Postsecondary Education Data System (IPEDS)

Figure III-h
Frequency of Degress Awarded to Hispanics by Field
1982-83 to 1988-89 (biannual), 1989-90, 1990-91



Source: Integrated Postsecondary Education Data System (IPEDS)

Table III-c
Number of Degrees Awarded by Institution and Percent of Total Degrees
1982-83 to 1988-89 (biannual), 1989-90, 1990-91

	number	% of total
UNL	198	20.2%
Creighton	179	18.3%
UNO	140	14.3%
Western	96	9.8%
Metropolitan	50	5.1%
Central	48	4.9%
UNK-KSC	46	4.7%
Mid Plains	39	4.0%
UNMC	38	3.9%
Southeast	36	3.7%
Bellevue	30	3.1%
Union	21	2.1%
Chadron State	12	1.2%
Peru State	10	1.0%
York College	10	1.0%
College of Saint Mary	5	0.5%
Wesleyan	5	0.4%
Wayne State	4	0.4%
Doane College	4	0.4%
Hastings College	3	0.3%
Midland Lutheran	3	0.3%
Concordia	3	0.3%
Total	980	100.0%

Source: Integrated Postsecondary Education Data System (IPEDS)

Faculty

Data on faculty by ethnicity at Nebraska's postsecondary institutions are reported biannually in the fall of odd numbered years to the Higher Education Reporting Committee of the U.S. Equal Employment Opportunity Commission (EEOC). The data are reported by the individual institutions on the Higher Education Staff Information (EEO-6) report.

Although the data presently are not maintained or reported in an accessible aggregate form, data was obtained directly from certain institutions.

Only two of the institutions responding to a request for information Western Community College and Bellevue College, had higher than a 2.0 percent ratio of Hispanic faculty to total faculty in the fall of 1991 (Table III-e), Hispanic faculty comprised 1.5 percent of the total number of faculty at UNL, and 2.0 percent of the total at UNO in 1991.

Limited data from previous years also were obtained. The number of Hispanic faculty members at UNL jumped from 12 in 1985 to 23 in 1991, an increase of 91.7 percent (not shown). Hispanic faculty numbers also grew at UNO. In 1985, six faculty members at UNO were Hispanic; by 1991 this number had increased to nine. Hispanic faculty doubled in number at Western Community College. In 1985, there were two Hispanic faculty members at Western; by 1991 there were four.

Hispanic faculty numbers decreased at UNK-KSC from 1985 to 1991. There were four Hispanic faculty members reported at KSC in 1985, two in 1987, and one in both 1989 and 1991. Wayne State College had two Hispanic faculty members in 1985, one in 1987, and none in 1989 and 1991. Chadron State College reported one Hispanic faculty member in 1989, none in 1985, 1987, or 1991. There was one Hispanic faculty member reported at Metropolitan Community College in 1987, none in any of the other three years examined. Southeast Community College reported no Hispanic faculty members in 1985, 1987, 1989, or 1991.

Table III-d
Number of Hispanic Faculty by Institution
and as Percent of Total Faculty
Fall 1991

	number	% of total
UNL	23	1.5%
UNO	9	2.0%
Western	4	4.9%
UNMC	4	0.6%
Bellevue	2	2.4%
UNK	1	0.3%
Wayne	0	
Southeast	0	
Metropolitan	0	
College of Saint Mary	0	
Chadron	0	

Source: Higher Education Staff Information (EEO-6), copies provided by the institutions

Appendix Table I-A
Hispanic Population by Age and Gender
1990

	Total	Female
	36,969	17,811
Under 1	844	416
1 to 2	1,919	925
3 to 4	1,850	920
5	867	413
6	831	398
7 to 9	2,516	1,254
10 to 11	1,645	779
12 to 13	1,500	756
14	656	341
15	697	316
16	674	317
17	704	363
18	752	366
19	732	359
20	795	345
21	702	342
22 to 24	2,036	883
25 to 29	3,490	1,609
30 to 34	3,211	1,492
35 to 39	2,732	1,273
40 to 44	1,859	883
45 to 49	1,322	637
50 to 54	1,046	515
55 to 59	977	499
60 to 61	350	177
62 to 64	499	250
65 to 69	687	355
70 to 74	424	242
75 to 79	319	192
80 to 84	188	112
85+	145	82

Source: U.S. Department of Commerce, Bureau of the Census, 1990 Census of Population

Appendix Table I-B
*Hispanic Births by *County, by Year*
1980 to 1990

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	Total
ADAMS	3	8	4	4	6	5	8	4	8	8	8	66
ANTELOPE	0	1	0	0	0	1	0	0	0	0	0	2
BANNER	0	0	0	0	1	0	2	0	0	0	0	3
BOONE	1	0	0	0	0	1	0	0	1	0	0	3
BOX BUTTE	11	17	14	13	13	12	14	21	10	15	10	150
BROWN	0	0	0	1	0	0	0	0	1	0	1	3
BUFFALO	15	17	27	21	15	18	20	15	16	17	16	197
BURT	0	1	0	2	0	0	0	1	0	2	3	9
BUTLER	0	0	0	0	1	1	0	0	0	1	1	4
CASS	4	0	1	3	2	4	2	2	1	2	2	23
CEDAR	1	1	0	0	0	1	0	0	0	0	1	4
CHASE	2	0	3	3	1	4	4	3	2	4	10	36
CHERRY	1	1	2	0	0	0	1	0	0	2	1	8
CHEYENNE	6	6	6	9	9	4	9	3	10	5	2	69
CLAY	1	1	0	2	0	0	0	0	4	2	1	11
COLFAX	1	1	2	0	0	0	1	1	0	4	14	24
CUMING	0	0	2	0	0	0	0	0	0	0	1	3
CUSTER	2	1	2	2	2	0	1	2	1	3	1	17
DAKOTA	0	0	0	0	14	0	9	11	17	32	41	124
DAWES	4	3	6	1	3	0	0	3	3	3	3	29
DAWSON	14	13	9	14	9	7	10	7	6	10	10	109
DEUEL	1	2	1	3	0	1	2	1	4	3	1	19
DODGE	4	3	1	3	4	5	2	1	4	0	7	34
DOUGLAS	177	171	184	163	159	149	168	170	172	213	205	1931
DUNDY	0	1	0	0	1	0	2	0	0	0	2	6
FILLMORE	1	1	1	1	1	1	1	0	0	1	0	8
FRANKLIN	1	0	1	0	1	0	0	0	0	0	0	3
FRONTIER	2	0	0	1	0	0	0	0	0	1	1	5
FURNAS	0	1	0	0	0	0	2	0	1	1	0	5
GAGE	0	1	2	1	3	2	4	2	3	3	1	22
GARDEN	0	1	0	0	0	0	0	1	0	0	2	4
GOSPER	1	0	1	0	0	0	0	0	0	0	1	3
GREELEY	1	0	0	0	0	0	0	0	0	0	0	1
HALL	33	43	37	39	33	42	31	29	47	48	69	451
HAMILTON	1	3	2	1	4	1	3	2	1	0	0	18
HAYES	0	0	0	0	0	0	0	0	1	0	0	1
HITCHCOCK	0	0	1	1	1	0	0	0	1	0	0	4
HOLT	1	2	1	2	0	0	1	1	0	2	1	11
HOOKER	0	0	1	1	0	0	1	0	0	0	1	4
HOWARD	1	0	3	2	0	0	1	0	0	2	0	9
JEFFERSON	0	1	0	0	0	2	0	1	0	2	1	7
JOHNSON	0	0	0	1	1	0	1	1	2	2	1	9

Appendix Table I-B continued

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	Total
KEARNEY	3	2	1	1	0	1	3	0	1	1	8	21
KEITH	11	6	12	8	9	4	3	5	4	5	3	70
KEYA PAHA	1	1	0	0	0	0	0	0	0	0	1	3
KIMBALL	4	5	4	5	5	2	2	0	2	0	3	32
KNOX	0	0	0	1	0	0	1	0	0	0	0	2
LANCASTER	52	58	67	53	52	71	68	52	43	68	76	660
LINCOLN	38	43	25	26	28	29	20	24	26	40	32	331
LOGAN	0	0	0	0	1	0	0	0	0	0	0	1
MADISON	2	6	4	1	1	4	0	2	1	9	17	47
MERRICK	2	1	1	2	1	2	0	3	2	2	0	16
MORRILL	10	2	6	11	10	9	12	11	2	12	6	91
NANCE	0	0	1	1	1	0	0	2	0	1	0	6
NEMAHA	0	1	1	0	0	1	1	0	0	0	0	4
NUCKOLLS	1	0	1	0	1	1	2	0	0	1	0	7
OTOE	1	4	0	0	1	3	2	2	1	3	1	18
PAWNEE	0	0	0	0	0	0	0	0	0	1	1	2
PERKINS	3	3	2	2	2	2	1	1	1	1	1	19
PHELPS	1	7	2	1	3	0	1	3	2	1	4	25
PIERCE	0	0	0	0	0	0	0	0	0	0	1	1
PLATTE	2	5	2	2	3	3	3	1	4	8	7	40
POLK	1	0	0	2	0	0	0	0	0	0	1	4
RED WILLOW	4	0	8	1	5	1	3	3	3	3	7	38
RICHARDSON	2	0	1	1	1	1	0	0	1	0	0	7
SALINE	2	1	0	1	1	0	1	0	1	2	1	10
SARPY	61	44	44	50	50	53	56	54	47	56	61	576
SAUNDERS	3	0	0	0	1	2	0	3	2	0	4	15
SCOTTS BLUFF	141	171	110	126	109	103	145	138	129	119	140	1431
SEWARD	5	2	3	1	1	2	0	0	1	0	0	15
SHERIDAN	1	4	1	3	1	3	0	3	0	0	2	18
SIOUX	1	0	0	1	0	0	0	0	1	1	0	4
STANTON	0	1	0	2	0	1	2	1	1	0	0	8
THAYER	0	0	1	0	0	1	0	2	2	1	0	7
THURSTON	0	0	0	0	2	0	1	0	1	2	1	7
VALLEY	0	0	0	0	1	0	0	0	0	0	1	2
WASHINGTON	0	0	1	1	1	2	1	2	1	5	0	14
WAYNE	0	0	0	1	0	0	1	0	0	0	1	3
WEBSTER	1	0	1	0	1	0	1	0	0	1	2	7
WHEELER	0	0	1	0	0	0	0	0	0	0	0	1
YORK	0	2	3	1	1	1	2	1	3	2	0	16
Total Births												7028

*includes only those counties with at least one Hispanic birth during the period

Source: Nebraska Department of Health

Appendix Table I-C
1980 and 1990 Hispanic Population by County
Number of Persons and Percent Change from 1980 to 1990

	1980	1990	% chg
ADAMS	264	303	14.7
ANTELOPE	15	5	-66.6
ARTHUR	0	0	0.0
BANNER	11	19	72.7
BLAINE	2	0	-100.0
BOONE	15	17	13.3
BOX BUTTE	514	722	40.5
BOYD	9	6	-33.3
BROWN	14	21	50.0
BUFFALO	790	1023	29.5
BURT	30	74	146.6
BUTLER	12	20	66.6
CASS	128	195	52.3
CEDAR	38	17	-55.2
CHASE	47	88	87.2
CHERRY	22	24	9.0
CHEYENNE	246	317	28.9
CLAY	55	43	-21.8
COLFAX	79	224	183.5
CUMING	44	15	-65.9
CUSTER	47	84	78.7
DAKOTA	485	1016	109.5
DAWES	156	142	-8.9
DAWSON	587	663	12.9
DEUEL	110	102	-7.3
DIXON	26	4	-84.6
DODGE	157	223	42.0
DOUGLAS	8,236	11,368	38.0
DUNDY	10	15	50.0
FILLMORE	22	35	59.1
FRANKLIN	16	8	-50.0
FRONTIER	21	19	-9.5
FURNAS	29	37	27.5
GAGE	139	110	-20.8
GARDEN	8	15	87.5
GARFIELD	6	3	-50.0
GOSPER	8	9	12.5
GRANT	3	2	-33.3
GREELEY	8	2	-75.0
HALL	1,355	2,116	56.2
HAMILTON	57	57	0.0
HARLAN	4	5	25.0
HAYES		6	100.0
HITCHCOCK	19	23	21.1
HOLT	40	23	-42.5
HOOKER	19	14	-26.3
HOWARD	32	42	31.2
JEFFERSON	81	81	0.0
JOHNSON	13	47	261.5
KEARNEY	97	114	17.5
KEITH	363	336	-7.3
KEYA PAHA	2	1	-50.0
KIMBALL	150	146	-2.6
KNOX	31	9	-70.9
LANCASTER	2,879	3,938	36.8
LINCOLN	1,519	1,623	6.8
LOGAN	5	3	-40.0
LOUP	2	1	-50.0
MADISON	154	569	269.5
MCPHERSON	0	0	0.0
MERRICK	58	71	22.4
MORRILL	358	434	21.2
NANCE	20	38	90.0
NEMAHA	56	20	-64.2
NUCKOLLS	10	17	70.0
OTOE	74	106	43.2
PAWNEE	15	17	13.3
PERKINS	65	53	-18.4
PHELPS	87	91	4.5
PIERCE		14	16.6
PLATTE	83	255	207.2
POLK	9	30	233.3
RED WILLOW	170	210	23.5
RICHARDSON	62	44	-29.0
ROCK	8	6	-25.0
SALINE	60	74	23.3
SARPY	2,318	3,383	45.9
SAUNDERS	83	104	25.3
SCOTTS BLUFF	4,714	5,237	11.1
SEWARD	85	80	-5.8
SHERIDAN	89	68	-23.5
SHERMAN	6	8	25.0
SIOUX	74	44	-40.5
STANTON	18	23	27.7
THAYER	32	59	84.3
THOMAS	0	11	100.0
THURSTON	41	62	51.2
VALLEY	21	17	-19.0
WASHINGTON	55	104	89.0
WAYNE	50	22	-56.0
WEBSTER	1	11	11.0
WHEELER	1	0	-100.0
YORK	59	112	89.8

Source: U.S. Department of Commerce, Bureau of the Census, 1980 and 1990 Censuses of Population

Appendix Table I- D
Number of Persons Speaking Spanish at Home by County by Age
1980 and 1990
Note: Spanish language totals may exceed Hispanic population totals by county

	1980		1990		
	Age 5-17	Age 18+	Age 5-17	Age 18+	Linguistically isolated (age 5-17)
ADAMS	68	273	63	257	0
ANTELOPE	15	6	36	30	0
ARTHUR	0	0	0	0	0
BANNER	0	2	0	11	0
BLAINE	0	5	0	3	0
BOONE	2	15	13	28	0
BOX BUTTE	20	163	79	289	8
BOYD	0	9	0	0	0
BROWN	2	8	0	27	0
BUFFALO	72	382	151	536	24
BURT	6	9	14	79	0
BUTLER	2	7	10	16	0
CASS	20	60	16	115	0
CEDAR	11	14	14	22	0
CHASE	13	45	33	69	7
CHERRY	0	43	0	52	0
CHEYENNE	11	84	13	122	0
CLAY	4	25	5	34	0
COLFAX	0	25	42	178	14
CUMING	4	8	8	60	0
CUSTER	34	72	39	50	4
DAKOTA	218	283	262	739	112
DAWES	8	52	0	66	0
DAWSON	89	284	121	359	5
DEUEL	14	17	29	60	4
DIXON	19	25	13	33	0
DODGE	27	24	96	153	7
DOUGLAS	948	4,095	1,526	5,244	174
DUNDY	2	20	5	20	0
FILLMORE	9	11	13	25	0
FRANKLIN	0	11	19	23	0
FRONTIER	8	7	23	34	0
FURNAS	0	10	7	11	0
GAGE	4	24	21	68	0
GARDEN	2	13	2	21	0
GARFIELD	0	7	1	4	0
GOSPER	0	4	0	8	0
GRANT	0	0	0	0	0

Appendix Table I-D continued

	1980		1990		
	Age 5-17	Age 18+	Age 5-17	Age 18+	Linguistically isolated (age 5-17)
GREELEY	0	8	3	5	0
HALL	200	609	244	1,165	36
HAMILTON	2	28	15	53	0
HARLAN	3	9	7	15	0
HAYES	0	11	2	5	0
HITCHCOCK	0	7	4	42	0
HOLT	42	64	13	74	0
HOOKER	6	6	0	2	0
HOWARD	2	13	12	34	6
JEFFERSON	6	22	6	12	0
JOHNSON	7	6	0	24	0
KEARNEY	10	43	0	22	0
KEITH	41	114	44	119	20
KEYA PAHA	0	2	0	0	0
KIMBALL	2	38	30	82	0
KNOX	9	20	12	26	0
LANCASTER	511	1,565	559	2,128	20
LINCOLN	256	734	126	590	0
LOGAN	6	9	4	10	0
LOUP	3	3	0	0	0
MADISON	0	3	0	0	0
MCPHERSON	16	50	84	452	0
MERRICK	11	20	32	78	0
MORRILL	64	185	98	242	42
NANCE	0	6	6	19	0
NEMAHA	4	28	2	17	0
NUCKOLLS	0	11	2	23	0
OTOE	5	5	17	57	0
PAWNEE	4	3	3	8	0
PERKINS	18	38	14	34	0
PHELPS	13	34	51	34	0
PIERCE	0	3	39	29	0
PLATTE	49	107	62	237	0
POLK	0	4	0	8	0

Source: U.S. Department of Commerce, Bureau of the Census

Appendix Table I-D continued

	1980		1990		
	Age 5-17	Age 18+	Age 5-17	Age 18+	Linguistically isolated (age 5-17)
RED WILLOW	11	74	27	73	0
RICHARDSON	0	23	52	23	0
ROCK	2	15	9	13	0
SALINE	0	30	19	57	0
SARPY	201	908	310	1,318	18
SAUNDERS	4	45	17	69	0
SCOTTS BLUFF	703	2,261	780	2,322	58
SEWARD	20	72	42	76	26
SHERIDAN	13	73	16	48	2
SHERMAN	0	2	2	12	0
SIOUX	7	25	22	41	0
STANTON	0	36	24	13	0
THAYER	14	13	35	31	13
THOMAS	0	2	6	8	0
THURSTON	6	12	11	34	0
VALLEY	2	12	0	15	0
WASHINGTON	21	28	51	55	0
WAYNE	6	28	54	115	4
WEBSTER	0	9	9	35	0
WHEELER	0	9	2	6	0
YORK	1	30	16	30	0
totals	3,933	13,657	5,669	18,886	604

Appendix Table II-A
Hispanic Student Enrollment by County, all School Districts
1980-81 to 1990-91

	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	Total
ADAMS	8	29	23	21	20	16	28	31	34	45	44	299
ANTELOPE	0	3	0	2	2	2	2	1	0	2	0	14
ARTHUR	0	0	2	0	0	0	0	0	0	0	0	2
BANNER	0	0	2	3	6	10	9	8	10	8	12	68
BLAINE	1	0	0	0	1	0	0	1	0	0	0	3
BOONE	0	4	1	0	0	0	0	3	9	3	1	21
BOX BUTTE	118	140	142	139	162	188	166	196	169	195	189	1,804
BOYD	1	2	2	0	4	0	4	6	2	2	3	26
BROWN	2	1	3	6	6	8	3	7	5	10	11	62
BUFFALO	232	208	246	238	231	227	229	219	223	237	236	2,526
BURT	2	2	8	7	9	9	14	19	10	9	10	99
BUTLER	1	0	1	0	1	3	0	2	1	3	6	18
CASS	11	9	4	11	13	15	25	36	34	39	38	235
CEDAR	1	4	4	5	5	3	1	3	3	4	4	37
CHASE	10	9	10	7	9	14	24	17	25	21	25	171
CHERRY	3	2	0	0	8	6	8	4	3	2	4	40
CHEYENNE	60	71	55	71	61	54	52	49	58	54	50	635
CLAY	12	12	9	5	8	18	18	14	10	8	12	126
COLFAX	16	19	20	14	19	15	12	16	21	26	41	219
CUMING	1	0	3	2	4	5	3	2	3	2	4	29
CUSTER	3	7	7	11	12	17	14	17	11	16	15	130
DAKOTA	123	138	101	130	106	115	112	149	188	54	250	1,466
DAWES	33	30	22	19	19	22	29	28	22	26	30	280
DAWSON	135	111	131	111	139	136	148	153	141	148	200	1,553
DEUEL	20	32	26	24	23	21	24	24	25	26	23	268
DIXON	2	3	1	0	0	0	0	0	0	0	0	6
DODGE	21	18	18	23	21	28	32	21	24	21	24	251
DOUGLAS	1,419	1,480	1,464	1,545	1,596	1,664	1,825	1,918	2,028	2,160	2,296	19,395
DUNDY	0	5	5	5	5	2	0	6	5	5	5	43
FILLMORE	2	0	5	8	6	8	3	1	0	2	6	41
FRANKLIN	1	1	0	6	5	1	1	1	0	0	0	16
FRONTIER	3	1	0	5	2	3	3	5	4	6	7	39
FURNAS	0	7	9	6	4	6	7	7	7	6	3	62
GAGE	26	13	10	17	17	10	11	5	4	9	8	130
GARDEN	0	2	0	1	5	3	1	0	0	0	0	12
GARFIELD	1	1	0	1	1	0	1	0	0	0	1	6
GOSPER	3	2	1	2	1	0	0	0	2	2	1	14
GRANT	0	0	0	0	0	0	0	0	0	0	0	0
GREELEY	1	0	0	0	1	1	0	2	4	6	1	16
HALL	386	392	371	373	368	344	356	390	427	451	539	4,397
HAMILTON	3	1	3	1	8	1	11	5	10	10	7	60
HARLAN	0	0	6	1	2	0	0	1	4	3	3	20
HAYES	0	0	0	0	0	0	0	1	0	2	2	5
HITCHCOCK	7	4	2	2	3	1	0	4	0	1	0	24
HOLT	3	1	0	0	0	0	2	4	0	1	3	14
HOOKER	0	0	0	6	6	8	4	1	6	5	2	38
HOWARD	8	6	10	5	8	7	9	11	10	9	16	99
JEFFERSON	11	7	12	16	14	10	12	17	15	13	13	140

Appendix Table II-A continued

	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	Total
JOHNSON	2	0	0	2	1	2	4	10	8	3	4	36
KEARNEY	36	30	32	27	28	28	32	26	26	37	38	340
KEITH	98	80	90	85	108	85	78	66	83	95	86	954
KEYA PAHA	2	1	1	1	1	2	1	0	0	0	0	9
KIMBALL	36	31	20	27	34	30	38	39	40	23	44	362
KNOX	0	4	4	3	1	2	2	1	1	2	0	20
LANCASTER	422	430	431	444	441	487	481	453	525	553	653	5,320
LINCOLN	421	351	389	381	393	366	381	403	454	468	453	4,460
LOGAN	0	0	0	2	2	1	0	1	1	0	0	7
LOUP	0	0	0	0	0	3	0	0	0	0	2	5
MADISON	20	24	26	26	24	17	28	24	38	55	118	400
MCPHERSON	0	0	0	0	0	0	0	0	0	1	0	1
MERRICK	9	6	3	4	3	6	6	12	14	20	20	103
MORRILL	131	127	113	106	108	110	110	118	123	117	136	1,299
NANCE	4	2	4	3	2	0	1	2	5	6	2	31
NEMAHA	3	6	9	8	1	3	1	2	1	2	4	40
NUCKOLLS	2	4	0	6	6	2	1	3	2	1	10	37
OTOE	15	16	19	11	19	15	15	16	26	12	26	190
PAWNEE	1	1	0	0	0	0	1	0	2	1	0	6
PERKINS	23	25	21	22	21	30	35	33	16	15	34	275
PHELPS	1	9	7	5	5	7	7	4	3	3	10	61
PIERCE	1	3	1	2	0	1	1	3	4	8	8	32
PLATTE	3	5	7	9	9	5	5	10	20	26	31	130
POLK	2	0	0	0	0	0	1	3	9	14	7	36
RED WILLOW	45	33	38	50	50	58	56	47	47	20	40	484
RICHARDSON	10	6	10	6	5	7	13	9	5	6	4	81
ROCK	2	2	0	0	1	3	3	2	1	4	3	21
SALINE	4	3	4	4	4	7	9	8	10	7	15	75
SARPY	340	321	346	306	318	398	373	410	402	415	446	4,075
SAUNDERS	11	24	24	31	12	18	20	21	25	18	20	224
SCOTTS BLUFF	1,486	1,385	1,421	1,428	1,420	1,464	1,519	1,594	1,473	1,413	1,511	16,114
SEWARD	10	6	6	6	7	9	5	3	12	10	13	87
SHERIDAN	8	15	18	32	19	15	19	20	17	18	9	190
SHERMAN	3	3	0	1	4	3	3	3	3	4	5	32
SIOUX	0	4	5	6	7	6	0	0	0	0	0	28
STANTON	2	2	2	2	3	2	2	2	3	2	5	27
THAYER	3	2	5	4	7	10	9	10	10	11	11	82
THOMAS	0	0	0	0	0	0	0	1	3	3	4	11
THURSTON	4	4	1	1	3	3	0	0	1	5	2	24
VALLEY	5	2	9	6	8	6	5	4	1	3	5	54
WASHINGTON	8	3	19	3	7	4	4	11	10	10	6	85
WAYNE	0	1	3	0	0	0	0	0	0	3	0	7
WEBSTER	0	0	0	0	1	1	0	0	1	1	12	16
WHEELER	0	0	0	0	0	0	0	0	0	0	0	0
YORK	5	18	11	14	16	9	9	13	10	14	16	135
ESUs	16						29	0	9	12	66	
Total Hispanic	5,868	5,766	5,838	5,923	6,040	6,226	6,481	6,792	6,992	7,090	7,970	70,986

Source: Nebraska Department of Education

Appendix Table II-B
Hispanic Student Enrollment in Selected Districts
1980-81 to 1990-91

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Alliance	80	105	113	113	135	155
Gering	376	366	399	409	376	365
Grand Island	297	318	286	290	292	277
Kearney	151	135	149	158	144	134
Lincoln	311	328	331	340	354	379
Mitchell	124	107	112	106	105	135
North Platte	355	292	331	301	308	277
Omaha	1,016	1,044	1,033	1,069	1,139	1,161
Scottsbluff	659	591	615	613	673	711
South Sioux	96	103	78	104	87	91

	1986-87	1987-88	1988-89	1989-90	1990-91	Total
Alliance	137	160	131	154	156	621
Gering	392	424	405	341	372	1,915
Grand Island	285	311	354	379	454	1,463
Kearney	127	134	129	145	128	720
Lincoln	374	343	399	422	479	1,732
Mitchell	152	121	117	104	115	565
North Platte	294	310	335	315	332	1,509
Omaha	1,297	1,363	1,465	1,580	1,668	5,446
Scottsbluff	728	783	703	728	785	3,203
South Sioux	86	126	159	191	230	463

Source: Nebraska Department of Education

Appendix Table II-C
*Hispanic Dropouts by *County*
1980-81 to 1990-91

	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	†Total
ADAMS	2	1	2	2	1	1	1	1	1	1	1	14
ANTELOPE		3									0	3
BOX BUTTE	4	6				10	2	2	1	8	1	34
BOYD	1											1
BUFFALO	13	3	5	5	2	1	5	1	3	4	6	48
CASS				1							1	2
CEDAR							1					1
CHASE				2							1	3
CHERRY						1						1
CHEYENNE	3	1		1	2	1	1	1	1		1	12
CLAY			1			1						2
COLFAX										3	1	4
DAKOTA	5	5	3	2		3	2	3	9	11	8	51
DAWES						4	4	1	2	2	4	17
DAWSON	4	3		1	1		3	4	2		2	20
DEUEL	1			3	1							5
DIXON						4						4
DODGE				3				1				4
DOUGLAS	64	51	33	40	54	39	62	62	74	63	59	601
DUNDY										1		1
FURNAS									1	1		2
GAGE	1			1								2
HALL	3	14	15	15	13	19	24	14	25	22	26	190
HAMILTON				1		3	1				1	6
HITCHCOCK	1								1			2
HOLT			2									2
HOWARD					1							1
JEFFERSON					1	1					1	3
JOHNSON							1					1
KEARNEY						1	1		1			3
KEITH	1	1	1	1				3	2		1	10
KEYA PAHA			1	1								2
KIMBALL	1	2	2		1	1					1	8
LANCASTER	6	13	20	15	18	18	13	15	6	14	10	148
LINCOLN	32	8	13	6	7	10	9	18	18	22	14	157
MADISON										4	7	11
MERRICK									1			1
MORRILL	3		2		4	1	3	2	1	4		20
NANCE	1											1
OTOE		3	1	1								5
PERKINS	1		2	1	1	1						6
PHELPS						1	1	1	1	1		5
PLATTE					1					2		3
POLK									1			1
RED WILLOW	2	2		1		2	1	1	2		1	12
RICHARDSON								1				1
SALINE	1											1
SARPY	2	5	2	2	1	1	2	2		1		18
SAUNDERS				1								1
SCOTTS BLUFF	27	25	20	40	40	42	45	51	61	51	39	441
SEWARD				2						2	1	5
SHERIDAN	1											1
VALLEY											1	1
WASHINGTON			1									1
YORK		2	1	1								4
Total	180	148	127	149	149	166	182	184	214	217	188	1,904

*Includes only those counties with at least one Hispanic dropout during the period

†Includes 7th & 8th grade dropouts 1986-87 to 1990-91; expulsions and deaths 1980-81 to 1983-84, 1987-88 to 1990-91

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Source: Nebraska Department of Education

Appendix Table II-D
FTE of Personnel by Assignment - Nebraska Public Schools
1984-85 to 1990-91

	1984-85		1985-86		1986-87		1987-88	
	Hispanic	Total	Hispanic	Total	Hispanic	Total	Hispanic	Total
Admin Assistant		54.01		43.76		41.85		33.00
Ass't Principal		154.12		162.18		166.50		171.80
Ass't Sup't		39.50		39.50		42.00		44.40
Audiologist	x	x	x	x		2.99		3.83
Business Mgr	x	x	x	x	x	x	x	x
Co Sup't	x	x	x	x	x	x	x	x
Coordinator		30.87		30.71		26.66		24.17
Counselor	1.00	504.55	0.86	510.26	1.84	513.44	0.75	513.67
Curric/Res Spect		29.97		36.63		41.43		36.15
Department Head		30.16		28.25		20.58		23.38
High School Liason	x	x	x	x	x	x		14.27
Head Teacher	1.00	220.66	1.00	208.39	3.00	211.48	1.00	203.09
Librarian		297.69	3.50	295.53		272.16		279.48
Media Specialist		208.94		203.56		220.91		214.90
Nurse	0.99	108.65	1.10	112.08	1.00	106.83	1.00	108.61
Occup'l Ther		9.84		9.27		8.75		12.48
Program Coord		80.76		89.55		72.67		93.44
Program Director		57.42		58.92		59.81		56.71
Physical Ther		4.91		9.12		9.99		10.07
Principal	3.86	710.16	6.03	704.33	5.25	698.53	3.80	692.23
Psychologist		66.99		64.40		66.93		69.60
Psychology Asst		25.00	1.00	25.05		21.79	1.00	22.07
Social Worker		29.88	0.95	31.19	1.98	32.98	2.00	37.94
Special Ed Director	x	x	x	x	x	x	x	x
Speech Pathologist		301.29	2.00	303.59		303.08		299.19
Staff Develop	x	x	x	x	x	x	x	x
Supervisor/Director		107.15		106.59	1.00	107.25		108.70
Superintendent	1.50	272.45	1.50	263.37	1.40	262.76	1.07	258.78
Teacher	77.45	17,434.66	171.52	17,478.53	146.61	17,401.48	86.88	17,416.64
Voc Adjust Couns	x	x	x	x	x	x		6.23
Total	85.80	20,779.63	189.46	20,814.76	162.08	20,712.85	97.50	20,754.83

Appendix Table II-D continued

	1988-89		1989-90		1990-91	
	Hispanic	Total	Hispanic	Total	Hispanic	Total
Admin Assistant		37.50		31.30		32.43
Ass't Principal		176.03		179.14		181.31
Asst Sup't		43.90		38.40		35.40
Audiologist		4.05		2.50		3.50
Business Mgr	x	x		16.50		15.00
Co Sup't	x	x		13.45		14.50
Coordinator		24.48		17.78		24.56
Counselor	0.75	539.37	1.00	573.45		478.96
Curric/Res Spec	1.00	38.98		58.10		65.41
Department Head		24.56		26.45		22.28
High School Liason		15.10		15.02		8.75
Head Teacher	1.00	216.49	2.00	231.19	1.00	198.76
Librarian		276.22		280.18		278.86
Media Specialist		215.77		227.05		239.06
Nurse	1.00	128.65	2.00	151.08	2.00	156.93
Occupat'l Ther		14.40		9.73		7.60
Program Coord		102.35		77.45		57.94
Program Director		56.99		46.82		44.94
Physical Ther		14.21		9.92		6.73
Principal	3.30	698.36	4.40	705.91	3.40	717.03
Psychologist		69.91		89.51		102.02
Psychology Asst		22.41		12.80		8.65
Social Worker	2.00	36.94	2.00	50.04	1.00	50.12
Special Ed Director	x	x		44.63		38.
Speech Path	1.00	298.88		330.81	1.00	354.68
Staff Develop	x	x		4.32		5.50
Supervisor/Director		106.59		78.39		83.88
Superintendent	0.57	260.95	0.60	260.05	0.60	257.68
Teacher	90.26	17,687.14	104.82	18,038.19	106.35	18,429.22
Voc Adjust Couns		8.16		23.30	0.00	23.30
Total	100.88	21,118.39	116.82	21,643.46	115.35	21,943.35

x indicates occupations not included for the year in question

Source: Nebraska Department of Education

Appendix Table III-A
Hispanic Degrees by Field of Study and Institution
1982-83 to 1988-89 (biannual), 1989-90, 1990-91

	unl	uno	unk	unm	csu	wsu	psu	wcc	ccc	scc	mpc	mcc
Agribusiness/Ag Production	2				1				1	1		
Agricultural Sciences	17											
Architecture/Environ. Design	7											
Business & Management	15	27	22		2	1	7			5		8
Business & Office								3	16	2	7	4
Marketing & Distr.		2										
Communications	6	4										
Computer & Info Sciences	1	3	2							2		5
Consumer/Pers./Misc. Svcs.								4				
Dentistry				6								
Education	29	21	9		2	1	3				1	
Engineering	18											
Engineering & Eng. Tech.	13							5		2		5
Foreign Languages	10	4	2									
Allied Health	1			6				16	8	7	5	9
Health Sciences				9				0	1			
Home Economics	14		1									
Vocational Home Ec.									3	1		1
Law	6											
Letters	5	1										
Liberal/General Studies		2						51			10	5
Life Sciences	9	5	1	1	2							
Mathematics	4											
Medicine				15								
Multi/Indiscip Studies		9										
Parks & Rec	1					1						
Pharmacy				1								
Philosophy & Religion	2	1										
Theology												
Physical Sciences	8	1										
Psychology	8	7	2		1							
Protective Services		21	2		1					1		
Public Affairs		12	1									2
Social Sciences	11	20	4		1							
Construction Trades								1		1	1	
Industrial Arts					2							
Mechanics & Repairers								5	15	6	12	9
Precision & Production								9	2	5	3	2
Transport & Material Moving								2	2	3		
Visual & Performing Arts	11					1						
Total	198	140	46	38	12	4	10	96	48	36	39	50

Appendix Table III-A continued

	cre	bel	stm	wes	uni	yrk	con	doa	has	mth	total
Agribusiness/Ag Production											5
Agricultural Sciences											17
Architecture/Environ. Design											7
Business & Management	11	19	1	2	2			2		1	125
Business & Office					1						33
Marketing & Distr.											2
Communications	4				1						15
Computer & Info Sciences	3		1		4						21
Consumer/Pers./Misc. Svcs.											4
Dentistry	29										35
Education	2	1			2		3	1		1	76
Engineering											18
Engineering & Eng. Tech.											25
Foreign Languages	6	1									23
Allied Health	2				1						55
Health Sciences	19		1	1	4						35
Home Economics											15
Vocational Home Ec.											5
Law	20										26
Letters	3										9
Liberal/General Studies						10					78
Life Sciences	16				2				1		37
Mathematics	2	1		1							8
Medicine	25										40
Multi/Indiscip Studies					1						10
Parks & Rec											2
Pharmacy	5										6
Philosophy & Religion	1										4
Theology	1				2						3
Physical Sciences	6								1	1	17
Psychology	15	4							1		38
Protective Services											25
Public Affairs					1						16
Social Sciences	9	3		1				1			50
Construction Trades											3
Industrial Arts											2
Mechanics & Repairers											47
Precision & Production											21
Transport & Material Moving											7
Visual & Performing Arts		1	2								15
	179	30	5	5	21	10	3	4	3	3	980

Source: Integrated Postsecondary Education Data System (IPEDS)

Section V Source Summary

Section I—Profile of the Hispanic Population in Nebraska

General population information
U.S. Department of Commerce, Bureau of the Census
1980 Census of Population, Volume 1, Chapter C, Part 29, General Social and Economic Characteristics, Nebraska.
1990 Census of Population and Housing (CPH 1-29), Summary Population and Housing Characteristics, Nebraska.

Births by ethnicity, 1980 to 1990
Nebraska Department of Health, Vital Statistics Reports, and special reports provided by the department's data center

Section II—Profile of Hispanics in Pre-School, Elementary, and Secondary Education

Head Start background information
Nebraska Department of Education, Program Improvement Unit, Office of Child Development

Chapter 1
Nebraska Department of Education, Program Standards Unit, ESEA Chapter 1 Office

Programs for Limited English Proficiency (LEP) students
Nebraska Department of Education, Program Improvement Unit, Instructional Strategies Development, Equal Education Opportunity/National Origin Project

Elementary and secondary school enrollments
Nebraska Department of Education, Data Center

Elementary and secondary school dropouts
Nebraska Department of Education, Data Center

Elementary and secondary school expulsions
Nebraska Department of Education, Data Center

Full-time equivalency (FTE) of staff in public elementary and secondary schools
Nebraska Department of Education, Data Center

1990 NAEP Trial State Assessment, Mathematics
U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics

ACT/SAT
Nebraska Department of Education from data provided by American College Testing, Iowa City, IA, and The College Board, New York, NY

Elementary and Secondary School Civil Rights Surveys, 1980, 1984, 1986, 1988
U.S. Department of Education, Office of Civil Rights

Adult Basic Education (ABE)
Nebraska Department of Education, Program Improvement Unit, Adult Program Services, Office of Adult and Community Education

Migrant Education
Nebraska Department of Education, Instructional Strategies Development, Migrant and National Diffusion Network Office

Section III—Profile of Hispanics in Postsecondary Education

Postsecondary completions
Nebraska Coordinating Commission for Postsecondary Education from data reported on the Integrated Postsecondary Education Survey (IPEDS)

Postsecondary enrollments
Nebraska Coordinating Commission for Postsecondary Education

Faculty in postsecondary institutions
University of Nebraska-Lincoln, Affirmative Action/Equal Opportunity/Compliance Office—Higher Education Staff Information (EEO-6) report, 1985, 1987, 1989, 1991

University of Nebraska at Omaha, Manager of Equal Employment Opportunity/Affirmative Action—Higher Education Staff Information (EEO-6) report, 1985, 1987, 1989, 1991

University of Nebraska at Kearney, Management Information Service—Higher Education Staff Information (EEO-6) report, 1985, 1987, 1989, 1991

University of Nebraska Medical Center, Affirmative Action Officer—Higher Education Staff Information (EEO-6) report, 1991

Chadron State College, Director of Administrative Services—Higher Education Staff Information (EEO-6) report, 1985, 1987, 1989, 1991

Wayne State College, Director, Administrative Services—Higher Education Staff Information (EEO-6) report, 1985, 1987, 1989, 1991

Western Nebraska Community College, Assistant to the President—Higher Education Staff Information (EEO-6) report, 1985, 1987, 1989, 1991

Southeast Community College, Assistant to the President—Higher Education Staff Information (EEO-6) report, 1985, 1987, 1989

Metropolitan Community College, Director, Personnel and Employee Relations—Higher EducationStaff Information (EEO-6) report, 1985, 1987, 1989, 1991

Bellevue College, Payroll/Personnel Coordinator—Higher Education Staff Information (EEO-6) report, 1991

College of Saint Mary, Controller—Higher Education Staff Information (EEO-6) report, 1991